

Heritage High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard)

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

Internet Access

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

2023-24 School Contact Information

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|--|--|
| 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 |

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Heritage High School first opened its doors in the fall of 2007. Our school is built upon the principles of LEGACY. Leadership, Excellence, Generosity, Academics, Character, and opportunity. These are not only our core values, but they are the foundation of excellence that exists in all that we do here at HHS.

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. This is our WHY! The reason why our educators show up for our students every single day.

Heritage High implements a multi-tiered system of support as the framework for all that we do to support our students' academic, social-emotional, and behavioral needs. We place a strong emphasis on our Tier 1 supports that are available to ALL HHS students, that is why we are so proud to be an AVID National Demonstration School where we promote the principles of AVID schoolwide.

2023-24 School Description and Mission Statement

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About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 541 |
| Grade 10 | 645 |
| Grade 11 | 631 |
| Grade 12 | 611 |
| Total Enrollment | 2,428 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.7% |
| Male | 51.3% |
| American Indian or Alaska Native | 0.3% |
| Asian | 1.2% |
| Black or African American | 6.7% |
| Filipino | 2.2% |
| Hispanic or Latino | 73.2% |
| Native Hawaiian or Pacific Islander | 0.4% |
| Two or More Races | 3.8% |
| White | 12% |
| English Learners | 13.1% |
| Foster Youth | 0.8% |
| Homeless | 3.2% |
| Socioeconomically Disadvantaged | 76.4% |
| Students with Disabilities | 14.9% |

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 |

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) | 74.90 | 69.15 | 341.20 | 74.79 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.40 | 0.38 | 0.50 | 0.11 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.70 | 0.72 | 5.20 | 1.16 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.10 | 1.09 | 11.30 | 2.48 | 11953.10 | 4.28 |
| Unknown | 31.00 | 28.64 | 97.90 | 21.46 | 15831.90 | 5.67 |
| Total Teaching Positions | 108.30 | 100.00 | 456.30 | 100.00 | 279044.80 | 100.00 |

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

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 0.00 | 0.70 |
| Misassignments | 1.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 0.70 |

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

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

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.20 | 1.10 |
| Total Out-of-Field Teachers | 0.20 | 1.10 |

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

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) | 1.4 | 0.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.7 | 0.4 |

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

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

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

All textbooks used in the core curriculum at 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 October 18, 2023, the Perris Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 5:11-12 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

October 18, 2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|-----------------------------|--|
| Reading/Language Arts | Academic English Elective 7th-Eng 3D - English 3D-Course B-Volume 1 (Houghton Mifflin Harcourt) | Yes | 0% |
| | 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) | | |

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| Academic English Elective II - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC) | | |
| Academic English Elective III - The Distance Between Us: A Memoir (Washington Square Press) | | |
| Academic English Elective IV - Never Fall Down, First they Killed My Famther: A Daughter of Cambodia, Remembers, Stay Alive My Son (Balzer & Bray, Harper Perennial, Touchstone, Reprint Edition) | | |
| Academic English I - ELD Companion Skills Practice Workbook Grade 9 (Savvas Learning Company LLC) | | |
| Academic English I - Edge Fundamental (National Geographic/Cengage Learning) | | |
| Academic English I - Edge Level A (National Geographic/Cengage Learning) | | |
| Adv English I - Literature: Reading & Language 9 (Pearson) | | |
| Adv English II - Literature: Reading & Language 10 (Pearson) | | |
| Adv Journalism - High School Journalism (Rosen Publishing Group) | | |
| AP English Language and Composition - Language of Composition 2nd Ed (Bedford) | | |
| AP English Literature and Composition Adopted from: The College Board Advanced Placement Program - Introduction to Literature (Norton) | | |
| College Freshman Comp - Praxis: a brief rhetoric (Fountainhead) | | |
| Critical Thinking and Writing - World of Ideas (Bedford/St. Martin) | | |
| CSU Expos Reading & Writ - Consumable | | |
| English I - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 9 (Pearson My Perspective) | | |
| English II - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 10 (Pearson) | | |
| English III - The Crucible: A Play in Four Acts (Penguin) | | |
| English IV - Literature: The British Tradition (Pearson) | | |
| English LA - 5 - Pearson Reading Street (Pearson) | | |
| English LA - 6 - California Collections (Houghton Mifflin) | | |
| Journalism I - Warriners English Grammar & Composition 5th (Prentice Hall 1985) | | |

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

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

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

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|--|---|--|--|
| AP European History | Adopted from: The College Board Advanced Placement Program - Western Heritage Since 1300 11th Ed. (Pearson) | | |
| AP Government | Government in America 16th Ed. (Pearson) | | |
| AP Human Geography | Human Geography for the AP Course (Bedford, Freeman & Worth) | | |
| AP Psychology | Myers' Psychology for AP (Worth Publishers) | | |
| AP US Hist/Geo | American Pageant 16th Ed (Cengage) | | |
| AP World History | Earth and its Peoples 6th Ed. (Cengage) | | |
| Basic Am Govt | | | |
| Basic Economics | Economics (Pearson) | | |
| Basic US History | The Americans (McDougal Littell) | | |
| Basic World History | World History Modern Times (Glencoe) | | |
| CA Civil Procedures | Dual Enrollment MSJC - Fundamentals of California Litigation for Paralegals (Wolters Klawer) | | |
| Criminal Law-Admin Just 101 DE | California Criminal Law Concepts 13th Ed (Pearson) | | |
| Criminology | Criminal Justice (Scholastic Book Service) | | |
| Cultural Geography DE | Encounter Human Geography: Interactive Explorations (Prentice Hall) | | |
| Economics | Economics Principles in Action (Pearson/Savvas) | | |
| Foundations of the Legal Sys DE | Introduction to Paralegal Studies 4th Ed (Aspen) | | |
| Geography of California-Dual Enrollment MSJC | Rediscovering the Golden State of California (Wiley) | | |
| Geography of California DE | Rediscovering the Golden State of California (Wiley) | | |
| Government | Magruder's American Government (Pearson/Savvas) | | |
| History West | None | | |
| Immigration Law DE | U.S.Immigrations Made Easy (Nolo) | | |
| Intro To Psych | Introduction to Psychology (ITP) | | |
| Law Office Management DE | Law Office Management for Paralegals, 2nd Ed (Aspen) | | |
| Political Science 101 | Living Democracy (Pearson) | | |
| Political Science DE | Living Democracy (Pearson) | | |

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

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

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.
 The gym floor is refinished every year.
 LED Lighting upgrades throughout exterior of campus
 Indoor hallways have been repainted.

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 has ongoing facilities maintenance to address facilities issues as they arise. Maintenance personnel address issues such as vandalism and routine repair items to ensure the school is safe and clean at all times.

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

Year and month of the most recent FIT report

11/9/2023

| 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 | | | |
| 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

ADMINISTRATION BUILDING: OFFICE 107 DOOR
LOCK BROKEN WORK ORDER FY 23-24 02126

Overall Facility Rate

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 52 | | 37 | | 47 | |
| Mathematics (grades 3-8 and 11) | 12 | | 12 | | 33 | |

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 592 | 567 | 95.78 | 4.22 | 47.27 |
| Female | 282 | 272 | 96.45 | 3.55 | 53.31 |
| Male | 310 | 295 | 95.16 | 4.84 | 41.69 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 44 | 40 | 90.91 | 9.09 | 62.50 |
| Filipino | 16 | 16 | 100.00 | 0.00 | 93.75 |
| Hispanic or Latino | 432 | 417 | 96.53 | 3.47 | 41.73 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 19 | 18 | 94.74 | 5.26 | 83.33 |
| White | 70 | 65 | 92.86 | 7.14 | 47.69 |
| English Learners | 72 | 65 | 90.28 | 9.72 | 6.15 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 28 | 28 | 100.00 | 0.00 | 32.14 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 454 | 439 | 96.70 | 3.30 | 41.91 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 100 | 87 | 87.00 | 13.00 | 17.24 |

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 595 | 566 | 95.13 | 4.87 | 12.54 |
| Female | 284 | 271 | 95.42 | 4.58 | 10.70 |
| Male | 311 | 295 | 94.86 | 5.14 | 14.24 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 44 | 39 | 88.64 | 11.36 | 17.95 |
| Filipino | 16 | 16 | 100.00 | 0.00 | 37.50 |
| Hispanic or Latino | 435 | 418 | 96.09 | 3.91 | 10.53 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 19 | 18 | 94.74 | 5.26 | 27.78 |
| White | 70 | 64 | 91.43 | 8.57 | 9.38 |
| English Learners | 72 | 66 | 91.67 | 8.33 | 3.03 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 28 | 28 | 100.00 | 0.00 | 10.71 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 457 | 439 | 96.06 | 3.94 | 10.48 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 101 | 88 | 87.13 | 12.87 | 1.14 |

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 18.77 | | 18.13 | | 29.47 | |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 1180 | 1140 | 96.61 | 3.39 | 21.93 |
| Female | 582 | 564 | 96.91 | 3.09 | 21.63 |
| Male | 598 | 576 | 96.32 | 3.68 | 22.22 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 17 | 100.00 | 0.00 | 41.18 |
| Black or African American | 79 | 75 | 94.94 | 5.06 | 17.33 |
| Filipino | 32 | 31 | 96.88 | 3.12 | 54.84 |
| Hispanic or Latino | 841 | 817 | 97.15 | 2.85 | 17.99 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 43 | 41 | 95.35 | 4.65 | 31.71 |
| White | 159 | 150 | 94.34 | 5.66 | 34.00 |
| English Learners | 122 | 116 | 95.08 | 4.92 | 2.59 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 59 | 59 | 100.00 | 0.00 | 15.25 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 894 | 864 | 96.64 | 3.36 | 18.29 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 167 | 151 | 90.42 | 9.58 | 3.31 |

2022-23 Career Technical Education Programs

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to 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.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 1295 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 96.9 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.83 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 44.15 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

| 2022-23 California Physical Fitness Test Results | | | | | |
|--|----------------------------------|--|---|---|-----------------------------|
| This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. | | | | | |
| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
| Grade 9 | 8% | 84% | 84% | 84% | 37% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

| 2023-24 Opportunities for Parental Involvement |
|--|
| <p>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.</p> <p>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:</p> <p>Opportunities to Volunteer at Heritage High:</p> <ul style="list-style-type: none">Family Engagement CenterCoffee with the AdministrationChaperone Field TripsFundraising ActivitiesAthletic EventsLEGACY Athletics CeremonyBandMental Health Awareness EventsCollege and Career Events <p>Committees:</p> |

2023-24 Opportunities for Parental Involvement

Parent Engagement Leadership Initiative
 School Safety Committee
 Attendance Committee
 English Learner Advisory Council (ELAC)
 African-American Parent Advisory Council (AAPAC)
 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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate | 3.1 | 4.6 | | 6.3 | 5.2 | | 9.4 | 7.8 | |
| Graduation Rate | 95.6 | 94.7 | | 90.6 | 91.9 | | 83.6 | 87.0 | |

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

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

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 599 | 552 | 92.2 |
| Female | 298 | 283 | 95.0 |
| Male | 301 | 269 | 89.4 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | 32 | 30 | 93.8 |
| Filipino | 16 | 16 | 100.0 |
| Hispanic or Latino | 419 | 388 | 92.6 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 23 | 22 | 95.7 |
| White | 96 | 83 | 86.5 |
| English Learners | 75 | 61 | 81.3 |
| Foster Youth | -- | -- | -- |
| Homeless | 48 | 41 | 85.4 |
| Socioeconomically Disadvantaged | 514 | 473 | 92.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 78 | 58 | 74.4 |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 2752 | 2562 | 982 | 38.3 |
| Female | 1314 | 1237 | 510 | 41.2 |
| Male | 1438 | 1325 | 472 | 35.6 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 7 | 7 | 3 | 42.9 |
| Asian | 34 | 31 | 6 | 19.4 |
| Black or African American | 193 | 178 | 64 | 36.0 |
| Filipino | 56 | 54 | 8 | 14.8 |
| Hispanic or Latino | 2016 | 1872 | 743 | 39.7 |
| Native Hawaiian or Pacific Islander | 11 | 11 | 3 | 27.3 |
| Two or More Races | 102 | 93 | 26 | 28.0 |
| White | 329 | 312 | 128 | 41.0 |
| English Learners | 394 | 357 | 147 | 41.2 |
| Foster Youth | 34 | 28 | 13 | 46.4 |
| Homeless | 86 | 80 | 32 | 40.0 |
| Socioeconomically Disadvantaged | 2090 | 1962 | 814 | 41.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 438 | 391 | 181 | 46.3 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.03 | 8.24 | | 0.02 | 7.25 | | 0.20 | 3.17 | |
| Expulsions | 0.00 | 0.26 | | 0.00 | 0.14 | | 0.00 | 0.07 | |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 7.12 | 0 |
| Female | 5.02 | 0 |
| Male | 9.04 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 2.94 | 0 |
| Black or African American | 6.74 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 6.94 | 0 |
| Native Hawaiian or Pacific Islander | 18.18 | 0 |
| Two or More Races | 2.94 | 0 |
| White | 10.64 | 0 |
| English Learners | 8.88 | 0 |
| Foster Youth | 17.65 | 0 |
| Homeless | 8.14 | 0 |
| Socioeconomically Disadvantaged | 7.61 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 10.27 | 0 |

2023-24 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 2023 as well as approval through School Site Council.

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 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|--------|
| Pupils to Academic Counselor | 411.53 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 5.9 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 2 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3 |

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

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 17225 | 7080 | 10144 | 99863 |
| District | N/A | N/A | 10754 | \$104,769 |
| Percent Difference - School Site and District | N/A | N/A | -5.8 | -1.2 |
| State | N/A | N/A | \$7,607 | \$97,850 |
| Percent Difference - School Site and State | N/A | N/A | 42.4 | 5.9 |

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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 | |
| English | |
| Fine and Performing Arts | |
| Foreign Language | |
| Mathematics | |
| Science | |
| Social Science | |
| Total AP Courses Offered | |
| Where there are student course enrollments of at least one student. | |

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 HS continues to promote professional learning and collaboration through course team pull out days. Professional learning rotations also occur throughout the school year at staff meetings. Teachers facilitate learning opportunities for teachers and staff. 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)

Professional Development

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