Heritage HS

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2011-12 School Accountability Report Card
Published During the 2012-13 School Year

Perris Union High School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2011-12 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (951) 940-5447.

School Description
Principal's Message

Welcome to Heritage High school! HHS is home of the Patriots and a Title I Achieving School. We are in our sixth year of creating a culture of LEGACY. Our students focus on building a LEGACY through Leadership, Excellence, Generosity, Academics, Charter, and Opportunity. Building a LEGACY is our credo and something special that we truly strive to uphold on a daily basis, not just something we talk about. It is our mission and core belief system. We hold ourselves to high standards, and take responsibility to live up to the tenets of LEGACY to continue building a tradition of success.

Heritage High School has, during our short history, amassed a number of wonderful accolades. We attribute this to our outstanding staff, a solid student body and incredible families who support academic, artistic and athletic achievement. We aim to build a partnership with our families as we realize a successful education is a joint venture between school and community. We have a wonderful community which continuously supports our vision and we aim to deliver on their expectations. This year we welcome over 2600 students!

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

Go Patriots!!
Julie Zierold
Principal

Mission Statement

The mission of the Perris Union High School District is to provide quality educational programs and meaningful opportunities which encompass the intellectual, social, emotional, and physical aspects of all students within the district and which will enable them to become productive members of society.

Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, 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 Alert Now (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.

Opportunities to Volunteer	Committees	School Activities
Chaperone Field Trips	School Safety Committee	AVID
Classroom Helper	English Learner Advisory Council	Cheerleading
Fundraising Activities	Parent Teacher Student Association	Interact
Library Helper	School Site Council	Key Club
Office Helper	WASC Committee	National Honor Society
Athletic Events	Heritage High School Diversity Committee	Link Crew
Band		PLUS (Peer Leaders Uniting Students)
		Drama
		Dance
		Robotics
		Athletic Teams
		ASB
		Academic Recognition
		Band & Theatre Events
		FFA Events

Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 9	702
Gr. 10	746
Gr. 11	636
Gr. 12	622
Total	2,710

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	2.1
Hispanic or Latino	58.6
Native Hawaiian/Pacific Islander	0.8
White	26.6
Two or More Races	2.7
Socioeconomically Disadvantaged	69.6
English Learners	35.8
Students with Disabilities	8.8

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Year	10	11	12	10	11	12	10	11	12	10	11	12
English	26.2	31.1	32.9	40	12	10	22	24	18	27	68	68
Math	29.7	32.1	35	18	8	3	11	23	14	34	60	64
Science	33.7	33.5	35.1	1	3	1	6	8	5	35	39	39
SS	33.1	34.5	36	1	1	0	9	7	5	37	60	53

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

Suspensions and Expulsions

School	09-10	10-11	11-12
Suspensions Rate	17.44	19.41	11.67
Expulsions Rate	0.08	0.29	0.21
District	09-10	10-11	11-12
Suspensions Rate	20.34	26.39	19.00
Expulsions Rate	0.25	0.62	0.10

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 January 2012.

School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 10/27/2012

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:
- Installation of school marquee
- Painting of floors throughout the campus
- Installation of energy efficient lights
- Addition of an Agricultural Research Center

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

Facilities construction / improvement projects
- Completion of Agricultural Research Center, this includes classroom, lab space, outside pasture areas, a state of the art greenhouse and animal pens for student projects.

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:
- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

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

School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Water leak outside main entrance, leak and water shut offs were identified work will be completed over the Christmas break. Deficiency noted.
Overall Rating	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	09-10	10-11	11-12
Fully Credentialed	71	100	100
Without Full Credential	3	0	0
Teaching Outside Subject Area	3	0	0
Districtwide	09-10	10-11	11-12
Fully Credentialed	♦	♦	402
Without Full Credential	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
School	10-11	11-12	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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 late start days. 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. During the 2011-12 school year, Heritage High School's teachers attended the following events hosted by the Perris Union High School District:

- Interwrite Training
- AVID Strategies
- Intensive Intervention Training
- EADMS Data Systems
- Advanced Professional Learning Communities
- Academic Vocabulary Training
- Concept Construxion Training
- Planning for Student Success Training

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. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	87.38	12.62
Districtwide		
All Schools	81.94	18.06
High-Poverty Schools	81.85	18.15
Low-Poverty Schools	88.89	11.11

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	0
Resource Specialist	9
Other	0
Average Number of Students per Staff Member	
Academic Counselor	522

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	5,729	749	4,935	68,418.28
District	◆	◆	$5,235	$70,447
State	◆	◆	$5,455	$70,792
Percent Difference: School Site/District			4%	4%
Percent Difference: School Site/ State				

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2010-11)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,423	$42,660
Mid-Range Teacher Salary	$71,003	$69,198
Highest Teacher Salary	$88,403	$88,943
Average Principal Salary (ES)		
Average Principal Salary (MS)	$120,867	$121,140
Average Principal Salary (HS)	$123,640	$127,707
Superintendent Salary	$195,012	$202,123
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	6%	5%

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

Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general fund state funding, Perris Union High School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Economic Impact Aid (EIA)
- Economic Impact Aid (EIA/LEP)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9/19/2012

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

On Wednesday, September 21, 2011, 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 2011-12 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes	Pearson Prentice Hall, Literature (2009) Sopris West Educational Services, Language! (2006)
Percent of students lacking their own assigned textbook: 0%	
Mathematics The textbooks listed are from most recent adoption: Yes	Holt, Rinehart and Winston, Algebra I (2008) Holt, Rinehart and Winston, Algebra II (2008) Holt, Rinehart and Winston, Geometry (2008)
Percent of students lacking their own assigned textbook: 0%	

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Pearson, Science Insights: Exploring Living Things (2006) Pearson Prentice Hall, Biology, The Web of Life (2006) Pearson Prentice Hall,Conceptual Physics (2006) Pearson Prentice Hall, Earth Science (2006)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Glencoe/McGraw-Hill, Geography: The World and its People (1999) Glencoe/McGraw-Hill, Health (2005) Glencoe/McGraw-Hill, United States Government: Democracy in Action (2006) Glencoe/McGraw-Hill, World History: Modern Times (2006) McDougal Littell, The Americans Reconstruction to the 21st Century (2006) Pearson Prentice Hall, Economics: Principles in Action (2005)
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	McDougal Littell, Discovering French Nouveau! Bleu (2004) McDougal Littell, Discovering French Nouveau! Blanc (2004) McDougal Littell, Discovering French Nouveau! Rouge (2004) McDougal Littell, En Espanol 1 (2004) McDougal Littell, En Espanol 2 (2004) McDougal Littell, En Espanol 3 (2004 Prentice Hall, Sendas Literarias 1 (2005) Prentice Hall, Sendas Lieteratias 2 (2005)
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Glencoe, Health (2005)
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Glencoe, The Stage and the Schol, 9th Ed. (2005) Random House, A Practical Handbook for the Actor (1986) Penguin, The Stanislavski System (1984) Barron's, The Complete Potter (2003)

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison								
	Percent of Students Scoring at Proficient or Advanced							
Subject	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
ELA	48	50	48	43	44	47	52	54	56
Math	19	24	25	20	23	27	48	50	51
Science	47	45	47	37	45	45	54	57	60
H-SS	40	44	45	35	42	42	44	48	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

2012 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	47	27	45	42
All Student at the School	48	25	47	45
Male	46	26	49	54
Female	51	23	45	35
Black or African American	47	18	40	40
American Indian or Alaska Native				
Asian	71	45		64
Filipino	69	53	64	60
Hispanic or Latino	41	24	39	40
Native Hawaiian/Pacific Islander	36	21		
White	63	26	63	53
Two or More Races	57	29	68	53
Socioeconomically Disadvantaged	41	23	41	39
English Learners	8	13	4	7
Students with Disabilities	30	22		19
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.1	22.4	43.8

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	09-10	**10-11**	**11-12**
All Students at the School	45	11	-5
Black or African American	6	48	-40
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	55	6	3
Native Hawaiian/Pacific Islander			
White	38	18	-6
Two or More Races			
Socioeconomically Disadvantaged	69	-6	2
English Learners	66	8	-7
Students with Disabilities	57	17	-25

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2009**	**2010**	**2011**
Statewide	4	6	6
Similar Schools	5	8	8

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2006-2007
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		62.5

API Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	**Students**	1,859	7,747	4,664,264
	API-G	760	745	788
Black or African American	**Students**	135	579	313,201
	API-G	739	690	710
American Indian or Alaska Native	**Students**	8	31	31,606
	API-G		782	742
Asian	**Students**	18	121	404,670
	API-G	865	868	905
Filipino	**Students**	32	126	124,824
	API-G	845	892	869
Hispanic or Latino	**Students**	1,107	5,367	2,425,230
	API-G	737	727	740
Native Hawaiian/Pacific Islander	**Students**	13	37	26,563
	API-G	749	728	775
White	**Students**	480	1,328	1,221,860
	API-G	803	809	853
Two or More Races	**Students**	63	153	88,428
	API-G	823	818	849
Socioeconomically Disadvantaged	**Students**	1,274	5,860	2,779,680
	API-G	740	724	737
English Learners	**Students**	559	2,903	1,530,297
	API-G	689	671	716
Students with Disabilities	**Students**	181	668	530,935
	API-G	558	519	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	No	Yes

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements
This table displays, by student group, the Percent of Students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2012**		
	School	**District**	**State**
All Students	567	1836	---
Black or African American	52	173	---
American Indian or Alaska Native	2	6	---
Asian	8	35	---
Filipino	21	54	---
Hispanic or Latino	318	1121	---
Native Hawaiian/Pacific Islander	4	11	---
White	162	436	---
Two or More Races	0	0	---
Socioeconomically Disadvantaged	438	1367	---
English Learners	16	99	---
Students with Disabilities	5	8	---

Dropout Rate and Graduation Rate			
Indicator	**2008-09**	**2009-10**	**2010-11**
Dropout Rate (1-year)	2.6	7.1	9
Graduation Rate		92.21	88.17
District			
Dropout Rate (1-year)	7.2	15.8	12.5
Graduation Rate	74.41	84.15	83.16
Dropout Rate (1-year)	5.7	16.6	14.4
Graduation Rate	78.59	80.53	76.26

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	**2009-10**	**2010-11**	**2011-12**
English-Language Arts	53	57	53
Mathematics	51	51	52
District			
English-Language Arts	45	55	49
Mathematics	44	52	51
English-Language Arts	54	59	56
Mathematics	54	56	58

Advanced Placement Courses (School Year 2011–12)		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	---
English	5	---
Fine and Performing Arts	0	---
Foreign Language	1	---
Mathematics	3	---
Science	2	---
Social Science	16	---
All courses	27	5.1

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51	26	23	49	36	15
All Students at the School	47	28	25	48	38	14
Male	56	25	19	47	37	16
Female	37	31	32	49	39	12
Black or African American	55	27	18	66	30	5
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	54	27	19	51	38	11
Native Hawaiian/Pacific Islander						
White	32	30	38	39	43	18
Two or More Races	32	26	41	38	32	29
Socioeconomically Disadvantaged	53	27	20	51	37	12
English Learners	94	5	1	78	19	2
Students with Disabilities	92	5	3	91	6	3
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1,125
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	92%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	60.4
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	30.5

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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:

- 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 2011-12 school year Heritage High School offered the following career technical education programs as elective courses:
- Agricultural Industry
- Art, Media, and Entertainment
- 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.