

Heritage High School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Perris Union High School District

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School Description

Principal's Message

Welcome to Heritage High school! Heritage High School is home of the Patriots, a Title I Achieving School, 2013 CIF Football Champions, and an AVID National Demonstration School. Our population of approximately 2,700 students are in our eighth year of creating a culture of LEGACY. Each day, our students and staff focus on building a LEGACY through Leadership, Excellence, Generosity, Academics, Charter, and Opportunity. Building a LEGACY is our credo and something special that we truly strive to uphold on a daily basis, not just something we talk about. It is our mission and core belief system. We hold ourselves to high standards, and take responsibility to live up to the tenets of LEGACY to continue building a tradition of success.

Heritage High School has amassed a number of accolades during our short history as a school. We attribute this to our outstanding staff, a dedicated student body and incredible families who support academic, artistic and athletic achievement. We have built a partnership with our families as we realize a successful education is a joint venture between school and community. Our staff believes we have a responsibility to deliver on the expectations we promote through LEGACY. This year we welcome close to 2700 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 contact information, as well as club and program pages to name just a few. Please take time to explore our website, review our programs, the student/parent handbook and other communications that exists. Again, welcome to Heritage High School and we start another great school year. Be a part of the Patriot Family, and help us "Build a LEGACY" of success!

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.

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (951) 940-5447.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 8	2
Gr. 9	647
Gr. 10	695
Gr. 11	636
Gr. 12	648
Total	2,628

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.3
Asian	1.0
Filipino	1.7
Hispanic or Latino	62.7
Native Hawaiian/Pacific Islander	0.9
White	22.9
Two or More Races	4.0
Socioeconomically Disadvantaged	68.9
English Learners	11.9
Students with Disabilities	9.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Heritage High School	12-13	13-14	14-15
Fully Credentialed	99	101	101
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	2
Perris Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	411
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Heritage High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	2	1

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 17, 2014, 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 2013-14 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials			
Year and month in which data were collected: 9/17/2014			
Core Curriculum Area		Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts		Pearson Prentice Hall, Literature (2009)	
The textbooks listed are from most recent adoption:	Yes	Sopris West Educational Services, Language! (2006)	
Percent of students lacking their own assigned textbook:	0%		
Mathematics		Holt, Rinehart and Winston, Algebra I (2008)	
The textbooks listed are from most recent adoption:	Yes	Holt, Rinehart and Winston, Algebra II (2008)	
Percent of students lacking their own assigned textbook:	0%	Holt, Rinehart and Winston, Geometry (2008)	
Science		Pearson, Science Insights: Exploring Living Things (2006)	
The textbooks listed are from most recent adoption:	Yes	Pearson Prentice Hall, Biology, The Web of Life (2006)	
Percent of students lacking their own assigned textbook:	0%	Pearson Prentice Hall,Conceptual Physics (2006)	
		Pearson Prentice Hall, Earth Science (2006)	
History-Social Science		Glencoe/McGraw-Hill, Geography: The World and its People (1999)	
The textbooks listed are from most recent adoption:	Yes	Glencoe/McGraw-Hill, Health (2005)	
Percent of students lacking their own assigned textbook:	0%	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		McDougal Littell, Discovering French Nouveau! Bleu (2004)	
The textbooks listed are from most recent adoption:	Yes	McDougal Littell, Discovering French Nouveau! Blanc (2004)	
Percent of students lacking their own assigned textbook:	0%	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		Glencoe, Health (2005)	
The textbooks listed are from most recent adoption:	Yes		
Percent of students lacking their own assigned textbook:	0%		
Visual and Performing Arts		Glencoe, The Stage and the Schol, 9th Ed. (2005)	
The textbooks listed are from most recent adoption:	Yes	Random House, A Practical Handbook for the Actor (1986)	
Percent of students lacking their own assigned textbook:	0%	Penguin, The Stanislavski System (1984)	
		Barron's, The Complete Potter (2003)	

School Facility Conditions and Planned Improvements (Most Recent Year)

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

- Reconfiguration of school parking lot and student drop off zone. This included the addition of a traffic signal to the entrance/exit of student parking lot.
- Gym floor was refinished
- Energy upgrades are ongoing
- Completion of 16,799 square ft. STEM building

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.

Heritage High School is growing and expanding to meet the needs of our growing community. We have a number of "Facilities & Construction/Improvement" projects occurring at our school including:

- The student parking lot was reconfigured to aid in student drop off and traffic flow.
- We are completing a 16,799 square ft. "Science, Technology, Engineering and Math" (STEM) building. This building will allow us to better prepare our students for the 21st century skills that are necessary for our students to compete in the new and competitive job market.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/28/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	47	47	45	45	46	44	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	50	48	52	44	47	48	54	56	55
Math	24	25	24	23	27	24	49	50	50
HSS	44	45	42	42	42	39	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	6	6	6
Similar Schools	8	8	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	24.2	19.3	40.8

* 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.

C. Engagement

State Priority: Parental Involvement

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

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

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	45
Male	44
Female	47
Black or African American	56
American Indian or Alaska Native	
Asian	
Filipino	77
Hispanic or Latino	36
Native Hawaiian/Pacific Islander	
White	61
Two or More Races	58
Socioeconomically Disadvantaged	39
English Learners	13
Students with Disabilities	38
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	11	-6	4
Black or African American	48	-40	-2
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	6	2	6
Native Hawaiian/Pacific Islander			
White	18	-6	1
Two or More Races			
Socioeconomically Disadvantaged	-6	1	1
English Learners	8	-7	-13
Students with Disabilities	17	-27	3

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Opportunities for Parental Involvement

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

Parents stay informed on upcoming events and school activities through flyers, parent conferences, progress reports, the school marquee, school website, and 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. We also communicate with our parents on a daily basis through our Infinite Campus, student information system. Through Infinite Campus, parents can view their child's grades and daily attendance in real time. By constantly monitoring their child's academics and attendance, our parents are partnering with teachers to support student efforts at school and at home. If you do not have an Infinite Campus log-in account, we encourage you to contact our counseling department and create an account today! Accounts are free and can be accessed via computer, tablet or smart phone.

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

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Heritage High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed July 2014, updated July 2014, and discussed with school staff in August 2014.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.0	7.8	8.0
Expulsions Rate	0.0	0.0	0.1
District	11-12	12-13	13-14
Suspensions Rate	5.2	9.6	8.1
Expulsions Rate	0.0	0.0	0.5
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2006-2007
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	5	
Percent of Schools Currently in Program Improvement	100.0	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	11
Other	0
Average Number of Students per Staff Member	
Academic Counselor	525

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	32.9	32	30	10	8	11	18	29	34	68	63	56
Math	35	33	32	3	6	5	14	24	31	64	61	54
Science	35.1	36	34	1		3	5	5	2	39	42	45
SS	36	35	34	0	3	2	5	9	13	53	61	59

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,216	\$42,957
Mid-Range Teacher Salary	\$69,074	\$69,613
Highest Teacher Salary	\$86,001	\$89,407
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$119,748	\$120,526
Average Principal Salary (HS)	\$124,086	\$129,506
Superintendent Salary	\$193,215	\$207,044
Percent of District Budget		
Teacher Salaries	37	37
Administrative Salaries	6	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7660	1080	6581	69356.56
District	♦	♦	6277	\$70,137
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			4.8	0.9
Percent Difference: School Site/ State			18.9	-3.1

Types of Services Funded at Heritage High School

In addition to general fund state funding, Perris Union High School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Economic Impact Aid (EIA)
- Economic Impact Aid (EIA/LEP)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Agriculture Incentive Grant
- Safe Supportive Schools Grant (S3)

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB), calls for parents of eligible students attending Title I schools that have not made adequate yearly progress (AYP) in increasing student academic achievement for three years to be provided with opportunities and choices to help ensure that their children achieve at high levels. SES provides extra academic assistance for eligible children. Students from low-income families who are attending Title I schools that are in their second year of school improvement (i.e., have not made AYP for three years), in corrective action, or in restructuring status are eligible to receive these services. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation and other supplemental academic enrichment services that are consistent with the content and instruction used by PUHSD and is aligned with the State's academic content and achievement standards.

The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP).

Professional Development provided for Teachers at Heritage High School

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. 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: WASC, grade analysis, best practices, school safety, A-G completion rates and AVID. Heritage High School's teachers have attended the following events hosted by the Perris Union High School District:

- Interwrite Training
- AVID Strategies
- Intensive Intervention Training
- EADMS Data Systems
- Advanced Professional Learning Communities
- Academic Vocabulary Training
- Technology Training
- Common Core State Standards Training
- Safety Trainings
- Special Education Compliance Monitoring Training

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.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51	25	24	45	38	17
All Students at the School	51	22	27	44	41	16
Male	59	20	21	43	42	15
Female	43	24	33	44	39	17
Black or African American	51	22	27	44	44	12
American Indian or Alaska Native						
Asian						
Filipino	15	23	62	8	23	69
Hispanic or Latino	56	21	23	47	40	12
Native Hawaiian/Pacific Islander						
White	44	25	31	40	38	22
Two or More Races	34	24	41	38	41	21
Socioeconomically Disadvantaged	57	20	23	48	39	14
English Learners	93	7		79	20	1
Students with Disabilities	89	8	3	87	12	2
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Heritage High School	2011-12	2012-13	2013-14
English-Language Arts	53	57	49
Mathematics	52	62	56
Perris Union High School District	2011-12	2012-13	2013-14
English-Language Arts	49	54	39
Mathematics	52	56	44
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	91.40	85.54	84.56
Black or African American	91.07	83.00	75.90
American Indian or Alaska Native	100.00	92.31	77.82
Asian	88.89	88.10	92.94
Filipino	100.00	94.59	92.20
Hispanic or Latino	91.77	84.00	80.83
Native Hawaiian/Pacific Islander	100.00	76.92	84.06
White	91.23	90.06	90.15
Two or More Races	60.00	92.31	89.03
Socioeconomically Disadvantaged	92.17	84.99	82.58
English Learners	69.77	47.48	53.68
Students with Disabilities	50.79	49.21	60.31

Dropout Rate and Graduation Rate			
Heritage High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	8.7	6.2	6.2
Graduation Rate	88.48	91.08	91.39
Perris Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	12.6	11.8	11.8
Graduation Rate	83.05	83.87	84.41
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	7	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	3	♦
Science	3	♦
Social Science	16	♦
All courses	32	0.5

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	70.09
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	26.30

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1359
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	71%

Career Technical Education Programs

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:

- 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 2013-14 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.