

Perris Union High School District Heritage High School

Grades 9 through 12
Julie Zierold, Principal



26000 Briggs Road
Romoland, CA 92585
PH: (951) 940-5447 FAX: (951) 325-5449

2010-11 School Accountability Report Card *Published February 2012*

Principal's Message

Welcome to the Heritage High school! HHS is home of the Patriots and a Title I Achieving School. We are in our fifth year of creating a culture of LEGACY, students building a LEGACY - 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 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 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.

School Profile

Heritage High School is located in the central region of Romoland and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2010-11 school year, 2720 students were enrolled, including 8% in special education, 33% qualifying for English Language Learner support, and 73% qualifying for free or reduced price lunch. Heritage High School achieved a 2011 Academic Performance Index (API) score of 767.

Student Enrollment by Ethnicity / Grade Level 2010-11			
Ethnic Group	%	Grade Level	#
African-Amer.	8.49 %	Grade 9	733
Amer. Indian or Alaskan Native	0.44 %	Grade 10	704
Asian	1.40 %	Grade 11	697
Filipino	2.46 %	Grade 12	586
Hisp. or Latino	57.90 %		
Pacific Islander	0.70 %		
Caucasian	27.21 %		
Multi-Racial	1.21 %		
Total Enrollment			2,720

Perris Union High School District
155 East Fourth Street
Perris, CA 92570-2124
(951) 943-6369

Website Address

www.puhsd.org

2011-12 Board of Trustees

Eric Kroencke
President

Joan Cooley
Vice President

Randy Williams
Clerk

Carolyn Twyman
Member

William Hulstrom
Member

District Administration

Jonathan L. Greenberg, Ed.D.
Superintendent

Candace Reines
Assistant Superintendent,
Business Services

Marcy Savage
Assistant Superintendent,
Educational Services

Leslie Ventuleth
Chief Human Resources Officer

Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
College Preparation & Work Readiness
Professional Staff
District Expenditures
SARC Data

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 85% of Heritage High School's tenth grade students who took the test passed the math portion of the exam and 85% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Heritage High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Heritage High School			District			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	41	48	50	36	43	44	50	52	54
Math	17	19	24	19	20	23	46	48	50
Science	36	47	44	32	37	45	50	54	57
Social Science	31	40	45	29	35	42	41	44	48

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	Heritage High School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	53	46	67	62	70	43	70	56
Math	16	17	53	29	37	21	35	12
Science	43		67	55	70	37	*	*
Social Science	54		*	61	77	33	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11								
	PUHSD	Heritage High School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	44	50	48	53	9	44	18	*
Math	23	24	25	22	11	22	17	*
Science	42	44	52	36	5	38	17	*
Social Science	45	45	51	40	6	36	21	*

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2010-11						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	43	28	29	49	37	13
Male	43	31	27	47	38	15
Female	43	25	31	52	37	11
African-Amer.	32	38	22	44	39	17
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	29	7	64	21	50	29
Hisp. or Latino	52	28	20	55	35	9
Pacific Islander	*	*	*	*	*	*
Caucasian	32	29	39	45	37	18
Multi-Racial	*	*	*	*	*	*
English Learners	95	3	3	87	12	1
Economically Disadvantaged	51	28	21	54	36	10
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	86	12	2	90	9	2

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Heritage High School			PUHSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
Language Arts	50	55	57	47	47	55	52	54	59
Math	46	53	51	46	46	52	53	53	56

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth			
Seventh			
Ninth	18.6	21.1	42.9

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2008	2009	2010
Statewide Rank	4	4	6
Similar Schools Rank	2	5	8

Results generated from 2008, 2009, and 2010 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2008-09	2009-10	2010-11
Schoolwide - All Students	28	45	11
African-Amer.	*	6	48
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	29	55	6
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	29	38	18
Students with Disabilities	*	57	17
Economically Disadvantaged	48	69	-6
English Learners	62	66	8

Results generated from 2009, 2010, and 2011 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
	2011 Growth API		
	School	District	State
African-Amer.	784	724	778
Amer. Indian or Alaskan Native		798	733
Asian	896	873	898
Filipino	856	885	859
Hisp. or Latino	736	719	729
Pacific Islander	756	773	764
Caucasian	811	819	845
Multi-Racial	830	772	836
Economically Disadvantaged	740	719	726
English Learners	698	682	707
Students with Disabilities	590	542	595
All Students	767	746	780

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 67.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11		
<i>Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	HHS	PUHSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	Yes	Yes

Reported data based upon performance of all subgroups for each of the areas listed

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2010-11, Heritage High School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to

help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	HHS	PUHSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2006-2007
Year in PI	N/A	Year 3
No. of Schools Currently in PI		4
% of Schools Currently Identified for PI		50.0%

Parent 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) 325-5447 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities
Library Helper
Office Helper
Athletic Events
Band

Committees
English Learner Advisory Council
Parent Teacher Student Association
School Site Council
WASC Committee
Heritage High School Diversity Committee

School Activities

AVID
Cheerleading
Interact
Drama
Dance
Athletic Teams
ASB
Academic Recognition
Band & Theatre Events
FFA Events

School Facilities & Maintenance

The district takes great efforts 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

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.

Campus Description	
Year Built	2007
Acreage	-
Square Footage	273,537
Quantity	
Permanent Classrooms	85
Portable Classrooms	0
Restrooms (sets)	5
Computer Lab(s)	5
Gymnasium(s)	1
Sports Stadium	1
Theater	1
Baseball Fields	2
Softball Fields	3

Deferred Maintenance

Heritage High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2010-11 school year, Heritage High School received \$146,343 in deferred maintenance funds for the repair and/or maintenance of:

- Flooring - Removal, Repair and Installation

Facilities Inspection

The district's maintenance department inspects Heritage High School on an annual basis in accordance with Education Code §17592.72(c)(1). Heritage High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 07, 2011. No emergency repairs were needed and no

unsafe conditions were found. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, October 07, 2011			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principals, and campus supervisors patrol the campus, entrance areas, and designated common areas. The principal, assistant principals, and campus supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principals, and campus supervisors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Heritage High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site 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 January 2011.

Classroom Environment

Discipline & Climate for Learning

Heritage High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom

for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	HHS		
	08-09	09-10	10-11
Suspensions (#)	403	441	498
Suspensions (%)	21.36 %	17.44 %	18.31 %
Expulsions (#)	3	2	8
Expulsions (%)	0.16 %	0.08 %	0.29 %
	PUHSD High Schools		
	2420	2119	2192
Suspensions (%)	27.88 %	23.30 %	23.42 %
Expulsions (#)	38	23	63
Expulsions (%)	0.44 %	0.25 %	0.67 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	23.0	40	15	10
Math	27.1	18	10	16
Science	33.1	2	2	23
Social Science	30.0	3	8	12
Subject	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.2	40	22	27
Math	29.6	19	11	34
Science	33.7	1	6	35
Social Science	33.1	1	13	37
Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	31.1	12	8	3
Math	32.1	1	24	23
Science	33.5	8	7	68
Social Science	34.5	60	39	60

Dropouts

Heritage High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, and

counseling. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2009-10 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	HHS		
	07-08	08-09	09-10
Dropout Rate	0.0%	0.2%	1.3%
Graduation Rate	0.0%	0.0%	92.2%
	PUHSD		
	07-08	08-09	09-10
Dropout Rate	4.8%	4.1%	3.3%
Graduation Rate	80.1%	77.8%	84.2%
	California		
	07-08	08-09	09-10
Dropout Rate	4.4%	3.9%	4.6%
Graduation Rate	80.6%	80.2%	80.4%

Graduation Requirements

Students must accumulate 225 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Heritage High School. Alternative methods of acquiring a diploma are available through the Continuation School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Heritage High School. The following table illustrates the percentage of students graduating from Heritage High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2009-10**		
Heritage High School	PUHSD	California
89.6 %	82.0 %	84.8 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Heritage High School revolve around the California State Content Standards and Frameworks. During the 2010-11 school year, Heritage High School held four staff development days devoted to:

- Direct Interactive Instruction
- Adoption of New Curriculum

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 2010-11 school year, Heritage High School's teachers attended the following events hosted by the Perris Union High School District:

- Interwrite Training
- Thinking Maps
- Intensive Intervention Training
- DII-Research Based Instructional Strategies Training
- 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.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
4	4	4

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 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		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
1999	Glencoe/McGraw-Hill, <i>Geography: The World and its People</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Health</i>	0 %
2006	Glencoe/McGraw-Hill, <i>United States Government: Democracy in Action</i>	0 %
2006	Glencoe/McGraw-Hill, <i>World History: Modern Times</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2005	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
Language Arts		
2009	Pearson Prentice Hall, <i>Literature</i>	0 %
2006	Sopris West Educational Services, <i>Language!</i>	0 %
Math		
2008	Holt, Rinehart and Winston, <i>Algebra I</i>	0 %
2008	Holt, Rinehart and Winston, <i>Algebra II</i>	0 %
2008	Holt, Rinehart and Winston, <i>Geometry</i>	0 %
Science		
2006	Pearson, <i>Science Insights: Exploring Living Things</i>	0 %
2006	Pearson Prentice Hall, <i>Biology, The Web of Life</i>	0 %
2006	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %
2006	Pearson Prentice Hall, <i>Earth Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California 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 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 admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2009-10*	
	%
Students enrolled in courses required for UC/CSU admission	65.6
Graduates who completed all courses required for UC/CSU admission	12.1

**Most current data available*

Advanced Placement

In 2010-11, Heritage High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2010-11		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	--
English	1	5.6 %
Fine and Performing Arts	0	--
Foreign Language	1	1.0 %
Math	2	2.4 %
Science	2	1.1 %
Social Science	4	12.4 %
All Courses	10	22.4 %

Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number of students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

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 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 2010-11 school year, Heritage High School offered the following career technical education programs as elective courses:

- Agricultural Industry
- Art, Media and Entertainment
- Fashion and Interior Design
- Computer Information Technology
- Engineering

Professional Staff

Counseling & Support Staff

Heritage High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Heritage High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2010-11		
	No. of Staff	FTE
Counselor	5	5.0
Resource Specialist (non-teaching)	8	8.0
Library Media Services Staff (paraprofessional)	2	1.5
Health Technician	1	1.0
Psychologist	1	1.0
Speech/Language/Hearing Specialist	1	*

* as needed

Counselor-to-Student Ratio: 1:544

FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Heritage High School had 100 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2010-11		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Heritage High School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	HHS		PUHSD	
	08-09	09-10	10-11	10-11
Total Teachers	50	74	100	430
Teachers with full credentials	47	71	100	430
Teachers without full credentials	3	3	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	3	0	0
Total teacher misassignments	0	3	0	3
Teacher misassignments for English learners	0	0	0	1
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	1	0	1

Teacher Credentials & Assignments (cont'd)		
	HHS	PUHSD
	11-12	11-12
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2010-11		
	HHS	PUHSD
Doctorate	3.0 %	2.8 %
Master's degree plus 30 or more semester hours	38.0 %	39.1 %
Master's degree	14.0 %	18.4 %
Bachelor's degree plus 30 or more semester hours	39.0 %	35.1 %
Bachelor's degree	6.0 %	4.2 %
Less than Bachelor's degree	0.0 %	0.5 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2009-10		
	PUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$44,423	\$42,954
Mid-Range Teacher Salary	\$71,003	\$69,905
Highest Teacher Salary	\$88,403	\$89,464
Superintendent Salary	\$198,607	\$205,119
Average Principal Salaries:		
High School	\$124,357	\$128,348
Percentage of General Fund Expenditures for:		
Teacher Salaries	39%	37%
Administrative Salaries	6%	5%

Expenditures Per Student

For the 2009-10 school year, Perris Union High School District spent an average of \$8,601 of total general funds to educate each student (based on 2009-10 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Perris Union High School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

Expense of Education Per Pupil 2009-10					
	Dollars Spent per Student				
				State Avg., Dist.	% Diff. School & Dist.
	HHS	PUHSD		Same Size & Type	
ADA*	2328	8918	N/A	N/A	N/A
Total**	\$5,876	\$6,306	93.19	N/A	N/A
Restr.†	\$840	\$1,070	78.49	N/A	N/A
Unrestr.††	\$5,036	\$5,235	96.20	\$5,455	92.32
Avg. Teacher Salary	\$67,420	\$69,213	97.41	\$66,511	101.37

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Heritage High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Heritage High School's SARC and access the internet at any of the county's public libraries. The closest public library to Heritage High School is Romoland Community Library, a branch of Riverside County Library System.

Address: 26000 Briggs Road, Romoland

Phone Number: (951) 325-2090

WebSite: <http://rivlib.com>

Number of Computers Available: 8

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Perris Union High School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in October 2011.