

# Heritage High School

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

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### **Perris Union High School District**

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Perris, CA 92570  
(951) 943-6369  
www.puhsd.org

#### **District Governing Board**

David G. Nelissen  
Edward Agundez  
Joan D. Cooley  
Dr. Jose Luis Araux  
Carolyn Twyman

#### **District Administration**

Dr. Jonathan Greenberg  
**Superintendent**  
Candace Reines  
**Assistant Superintendent  
Business Services**  
  
Grant Bennett  
**Assistant Superintendent  
Educational Services**  
  
Steve Swartz  
**Assistant Superintendent  
Human Resources**  
  
Tonya Davis  
**Executive Director  
Human Resources**

### **School Description**

Welcome to Heritage High school! Heritage High School is home of the Patriots, a Title I Academic Achievement School, 2013 CIF Football Champions, and an AVID National Demonstration School. We also have an exemplary counseling program, that was recently recognized as a Model of Excellence for Riverside County Office of Education. Our Agriculture/FFA program is the 7th largest in the country and the program has also received numerous awards. Our population of approximately 2,800 students continue to create 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.

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!

### **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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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/>.
- 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/guardians and community members should contact the school at (951) 940-5447 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	749
Grade 10	645
Grade 11	661
Grade 12	617
<b>Total Enrollment</b>	<b>2,672</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.4
Asian	1
Filipino	2.6
Hispanic or Latino	63.1
Native Hawaiian or Pacific Islander	0.6
White	21.4
Two or More Races	4
Socioeconomically Disadvantaged	69.5
English Learners	11.9
Students with Disabilities	9.5
Foster Youth	0.9

## 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	13-14	14-15	15-16
With Full Credential	101	101	101
Without Full Credential	0	0	6
Teaching Outside Subject Area of Competence	0	2	0
Perris Union High School District	13-14	14-15	15-16
With Full Credential	♦	♦	419
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Heritage High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	1	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 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	100.0	0.0
Districtwide		
All Schools	99.9	0.1
High-Poverty Schools	99.9	0.1
Low-Poverty Schools	0.0	0.0

\* 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 2015-16)

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
<b>Reading/Language Arts</b>	Pearson Prentice Hall, Literature (2009) Sopris West Educational Services, Language! (2006)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Holt, Rinehart and Winston, Algebra I (2008) Holt, Rinehart and Winston, Algebra II (2008) Holt, Rinehart and Winston, Geometry (2008)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**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
<b>Foreign Language</b>	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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	Glencoe, Health (2005) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**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:

- Ongoing facilities maintenance includes plumbing, electrical and HVAC repairs.
- Campus had an extensive painting project completed.
- Athletic stadium - artificial turf was replaced during the summer.
- Repair to window frames
- Repair to site's centrally controlled irrigation system to include rebuilt weather station which controls sprinklers.

Every morning before school begins, the custodian and plant manager inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two, day custodians and seven, evening custodians are assigned to Heritage High School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning

The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The Heritage staff considers all facilities to be a high priority. For this reason, all restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed.

No capital facilities projects are occurring at Heritage at this time.

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

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/19/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	20.10	21.90	37.50

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	51	42	44
<b>Math</b>	22	19	33

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	41
<b>All Student at the School</b>	38
<b>Male</b>	44
<b>Female</b>	32
<b>Black or African American</b>	41
<b>American Indian or Alaska Native</b>	--
<b>Asian</b>	--
<b>Filipino</b>	76
<b>Hispanic or Latino</b>	28
<b>Native Hawaiian or Pacific</b>	--
<b>White</b>	70
<b>Two or More Races</b>	31
<b>Socioeconomically Disadvantaged</b>	41
<b>English Learners</b>	9
<b>Students with Disabilities</b>	32
<b>Foster Youth</b>	--

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	46	43	38	46	44	41	59	60	56

\* Results are for 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	658	640	97.3	23	25	33	18
Male	11		333	50.6	29	26	29	14
Female	11		307	46.7	16	24	36	23
Black or African American	11		42	6.4	24	21	33	17
American Indian or Alaska Native	11		8	1.2	--	--	--	--
Asian	11		9	1.4	--	--	--	--
Filipino	11		15	2.3	7	13	33	47
Hispanic or Latino	11		408	62.0	26	28	32	13
Native Hawaiian or Pacific Islander	11		4	0.6	--	--	--	--
White	11		125	19.0	18	20	35	27
Two or More Races	11		28	4.3	7	25	43	25
Socioeconomically Disadvantaged	11		446	67.8	27	29	30	13
English Learners	11		63	9.6	65	30	5	0
Students with Disabilities	11		66	10.0	68	21	5	5
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	658	633	96.2	53	24	17	5
Male	11		326	49.5	57	21	16	5
Female	11		307	46.7	49	27	19	5
Black or African American	11		40	6.1	60	23	15	0
American Indian or Alaska Native	11		8	1.2	--	--	--	--
Asian	11		9	1.4	--	--	--	--
Filipino	11		15	2.3	27	20	33	20
Hispanic or Latino	11		404	61.4	58	22	16	3
Native Hawaiian or Pacific Islander	11		4	0.6	--	--	--	--
White	11		124	18.8	43	28	20	9

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	11		28	4.3	39	39	18	4
Socioeconomically Disadvantaged	11		442	67.2	60	21	14	3
English Learners	11		63	9.6	92	3	3	0
Students with Disabilities	11		64	9.7	88	6	5	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**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.

**Opportunities for Parental Involvement**

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

Parents stay informed on upcoming events and school activities through flyers, parent conferences, progress reports, the school marquee, school website, and BlackboardConnect (automated telephone message delivery system). Contact the school office at (951) 940-5447 for more information on how to become involved in your child's learning environment. We also communicate with our parents on a daily basis through 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:**

- Coffee with the Principal
- Action Team Partnership (ATP)
- 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
- Positive Behavior Intervention Support (PBIS)
- African-American Parent Advisory Council

**School Activities:**

- AVID
- Cheerleading
- Interact
- Key Club

National Honor Society  
 Link Crew  
 PLUS (Peer Leaders Uniting Students)  
 Drama  
 Dance  
 Robotics  
 Athletic Teams  
 ASB  
 Academic Recognition  
 Band & Theatre Events  
 FFA Events

**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 2015, updated July 2015, and discussed with school staff in August 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	7.82	7.98	6.35
Expulsions Rate	0.00	0.07	0.10
District	2012-13	2013-14	2014-15
Suspensions Rate	9.55	8.12	7.38
Expulsions Rate	0.00	0.47	0.10
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 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 4	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	80.0	



**Average Class Size and Class Size Distribution (Secondary)**

Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	32	30	31	8	11	13	29	34	22	63	56	61
Math	33	32	32	6	5	8	24	31	19	61	54	61
Science	36	34	34		3	2	5	2	5	42	45	41
SS	35	34	34	3	2		9	13	13	61	59	60

\* 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.

**Academic Counselors and Other Support Staff at this School**

Number of Full-Time Equivalent (FTE)	
Academic Counselor	6
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.

**Professional Development provided for Teachers**

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Heritage High School supports ongoing professional growth throughout the year on Collaboration Wednesdays. 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:

- AVID/WICOR Strategies
- \* Instructional Technology (Google Classroom, Haiku)
- \* Project Based Learning
- Intensive Intervention Training
- EADMS Data Systems
- Advanced Professional Learning Communities
- Academic Vocabulary Training
- Technology Training
- Common Core State Standards Training
- Safety Trainings
- Special Education Compliance Monitoring Training

Heritage High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,200	\$44,363
Mid-Range Teacher Salary	\$73,843	\$71,768
Highest Teacher Salary	\$91,939	\$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$123,104	\$121,276
Average Principal Salary (HS)	\$129,265	\$133,673
Superintendent Salary	\$206,551	\$210,998
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9491	2549	6942	74318
District	♦	♦	7433	\$74,802
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			-6.6	-0.6
Percent Difference: School Site/ State			29.8	-0.8

\* Cells with ♦ do not require data.

### Types of Services Funded

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).

2014-15 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	48	26	25	52	36	13
All Students at the School	46	25	29	53	35	12
Male	50	24	27	51	36	13
Female	42	26	32	54	34	11
Black or African American	58	15	28	58	38	5
Filipino	15	23	62	23	15	62
Hispanic or Latino	52	25	23	57	34	8
White	28	27	45	38	42	20
Two or More Races	42	42	17	68	28	4

**2014-15 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Socioeconomically Disadvantaged	54	23	24	59	31	10
English Learners	92	6	2	90	8	2
Students with Disabilities	80	17	2	90	7	2

\* 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	2012-13	2013-14	2014-15
English-Language Arts	57	49	54
Mathematics	62	56	47
Perris Union High School District	2012-13	2013-14	2014-15
English-Language Arts	54	39	42
Mathematics	56	44	40
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Heritage High School	2011-12	2012-13	2013-14
Dropout Rate	6.20	6.20	4.10
Graduation Rate	91.08	91.39	91.94
Perris Union High School District	2011-12	2012-13	2013-14
Dropout Rate	11.80	11.80	12.40
Graduation Rate	83.87	84.41	82.68
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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**  
Workforce Preparation

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	91.05	83.27	84.6
Black or African American	102.94	81.88	76
American Indian or Alaska Native	100	66.67	78.07
Asian	87.5	92.86	92.62
Filipino	83.33	93.88	96.49
Hispanic or Latino	89.98	81.33	81.28
Native Hawaiian/Pacific Islander	87.5	83.33	83.58
White	94.04	89.56	89.93
Two or More Races	80	78.33	82.8
Socioeconomically Disadvantaged	54.93	50.45	61.28
English Learners	65.52	56.52	50.76
Students with Disabilities	89.51	80.81	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.65
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	32.37

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	8	♦
Fine and Performing Arts		♦
Foreign Language	4	♦
Mathematics	3	♦
Science	1	♦
Social Science	16	♦
All courses	32	.5

\* Where there are student course enrollments.

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.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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