Heritage High School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Heritage High School
Street	26001 Briggs Road
City, State, Zip	Menifee, CA 92585
Phone Number	(951) 940-5447
Principal	Lindsay Chavez
Email Address	lindsay.chavez@puhsd.org
School Website	https://www.hhs.puhsd.org
Grade Span	9-12
County-District-School (CDS) Code	33-67207-0113191

2024-25 District Contact Information

District Name	Perris Union High School District
Phone Number	(951) 943-6369 Ext. 80102
Superintendent	Dr. José Luis Araux
Email Address	jose.araux@puhsd.org
District Website	www.puhsd.org

2024-25 School Description and Mission Statement

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

The mission of Heritage High School is to provide a rigorous academic curriculum in a safe and caring environment that promotes all students' maximum success in the larger community. This is our WHY! The reason why our educators show up for our students every single day.

2024-25 School Description and Mission Statement

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	567
Grade 10	567
Grade 11	615
Grade 12	577
Total Enrollment	2,326

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	0.3
Asian	0.9
Black or African American	6.5
Filipino	2.1
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.9
White	10.9
English Learners	13.1
Foster Youth	1.1
Homeless	4.9
Socioeconomically Disadvantaged	78.3
Students with Disabilities	16.3

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	97.90	83.42	345.00	78.61	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.20	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	0.92	9.10	2.08	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.22	13.70	3.14	12115.80	4.41
Unknown/Incomplete/NA	18.10	15.42	70.00	15.97	18854.30	6.86
Total Teaching Positions	117.30	100.00	438.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.90	69.15	341.20	74.79	234405.20	84.00
Intern Credential Holders Properly Assigned	0.40	0.38	0.50	0.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	0.72	5.20	1.16	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	1.09	11.30	2.48	11953.10	4.28
Unknown/Incomplete/NA	31.00	28.64	97.90	21.46	15831.90	5.67
Total Teaching Positions	108.30	100.00	456.30	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	78.30	73.78	361.80	73.76	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	0.94	6.90	1.41	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	1.98	24.40	4.99	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	0.55	9.20	1.88	11746.90	4.23
Unknown/Incomplete/NA	24.10	22.75	88.00	17.95	14303.80	5.15
Total Teaching Positions	106.10	100.00	490.50	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.70	0.2
Misassignments	1.00	0.00	1.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.70	2.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.20	1.10	0.5
Total Out-of-Field Teachers	0.20	1.10	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	0.5	1.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.70	0.4	0.4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

On August 21, 2024, 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 2023-24 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected	August 21, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Academic English Elective 7th-Eng 3D - English 3D-Course B-Volume 1 (Houghton Mifflin Harcourt) Academic English Elective 7th-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt) Basic English 10 - Literature: Reading & Language 10 (Pearson) Basic English 11 - The American Experience (Pearson) Basic English 12 - The British Tradition (Pearson)	Yes	0%

	Basic English 9 - Literature: Reading & Language 9 (Pearson) AP Seminar - No primary Text listed only supplemental resources Academic English Electives 8th - Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt) Academic English Elective I - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC) Academic English Elective II - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC) Academic English Elective III - The Distance Between Us: A Memoir (Washington Square Press) Academic English Elective IV - Never Fall Down, First they Killed My Famther: A Daughter of Cambodia, Remembers, Stay Alive My Son (Balzer & Bray, Harper Perennial, Touchstone, Reprint Edition) Academic English I - ELD Companion Skills Practice Workbook Grade 9 (Savvas Learning Company LLC) Academic English I - Edge Fundamental (National Geographic/Cengage Learning) Academic English I - Edge Level A (National Geographic/Cengage Learning) Adv English I - Literature: Reading & Language 9 (Pearson) Adv English II - Literature: Reading & Language 10 (Pearson) Adv Journalism - High School Journalism (Rosen Publishing Group) AP English Language and Composition - Language of Composition 2nd Ed (Bedford) AP English Literature and Composition Adopted from: The College Board Advanced Placement Program - Introduction to Literature (Norton) College Freshman Comp - Praxis: a brief rhetoric (Fountainhead) Critical Thinking and Writing - World of Ideas (Bedford/St. Martin) CSU Expos Reading & Writ - Consumable English I - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 9 (Pearson My Perspective)		

	English II - MY PERSPECTIVES ENGLISH LANGUAGE ARTS STUDENT EDITION VOLUMES 1 & 2 Grade 10 (Pearson) English III - The Crucible: A Play in Four Acts (Penguin) English IV - Literature: The British Tradition (Pearson) English LA - 5 - Pearson Reading Street (Pearson) English LA - 6 - California Collections (Houghton Mifflin) Journalism I - Warriners English Grammar & Composition 5th (Prentice Hall 1985) Lang Arts 7 - California Collections (Houghton Mifflin Harcourt) Lang. Arts 8 - California Collections (Houghton Mifflin Harcourt) Reading Intervention-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt)		
Mathematics	Advanced Algebra with Financial Application Essentials - Financial Algebra: Advanced Algebra with Financial Applications/South-Western (Cengage Learning) Algebra 1 Support - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson) Algebra 1A - Algebra 1 California Common Core (Pearson) Algebra 1a Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson) Algebra 1B - Algebra 1 California Common Core (Pearson) Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson) Algebra II/Trigonometry - Algebra 2 California Common Core (Pearson) AP Calculus AB Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin) AP Calculus BC Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin) AP Statistics - The Practice of Statistics 5th (Freeman) Basic Math 2-Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson) College Algebra - College Algebra (9th/e) (Pearson) Consumer Math - Mathematics of Money with Algebra (Glencoe/McGraw Hill)	Yes	0%

	Geometry - Geometry California Common Core (Pearson) Geometry Essentials - Geometry California Common Core (Pearson) Math-5 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson) Math-6 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson) Math-7 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson) Math-8 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson) Math Analysis - Precalculus (Houghton Mifflin) Math Analysis Honors - PRECALCULUS: with Limits Third Edition Mathematical Thinking - Algebra 1 (Pearson/Savvas) MSJC Elementary Algebra DE - Introductory Algebra (Hawkes Learning) MSJC Intermediate Algebra DR - Intermediate Algebra (Pearson) Pre Alg Strategies-CMI Edmentum (Online) Pre Calculus DE - Precalculus, 7th (Cengage) Statistics - Statistics Through Application (W.H. Freeman & Co.) Technology Math - Elementary Technical Mathematics 10th (Brooks Cole Publishing) Trigonometry - PreCalculus (Houghton Mifflin)		
Science	Advanced Biology - Biology (McDougal Littell) Anatomy and Physiology - Human Anatomy and Physiology (Pearson) Anatomy and Physiology in Veterinary Science - Introduction to Veterinary Science (Delmar Learning) AP BiologyAdopted from: The College Board Advanced Placement Program - Biology (10th AP Ed) (Pearson) AP ChemistryAdopted from: The College Board Advanced Placement Program - Chemistry (9th AP Ed) Cengage Learning AP Environmental ScienceAdopted from: The College Board Advanced Placement Program - Environmental Science: a Global Concern (McGraw Hill)	Yes	0%

	AP Physics Part 1 - Physics for Scientists & Engineers w/Modern Physics (Pearson) AP Physics Part 2 - Physics for Scientists & Engineers w/Modern Physics (Pearson) Basic Earth Science - Earth Science (Holt) Basic Life Science - Biology (McDougal Littel) Basic Physical Science - Physical Science (Prentice Hall) Biology - Biology (MCDOUGAL LITTEL) Biosustainability - Online Resources Only Chemistry - World of Chemistry (McDougal Littel) Earth Science - Modern Earth Science (Holt Reinheart) Environ. Science - Environmental Science or Environmental Science with Online Resouces (Holt) Forensic Science - The Introduction to Forensic Science and Criminalists (McGraw Hill) Geography-Climate and Weather DE - Meteorology Today: An Introduction to Weather and the Environment (Brooks Cole) Health - Glencoe Health Human Body Systems - CK12 Biology (CK12) Life Science - Life Science (Glencoe) Marine Biology - Marine Biology (McGraw Hill) Medical Interventions - None MSJC Basic Elec. & Modern Physics - College Physics (Cengage) MSJC Basic Physics: Energy in Motio - College Physics (Cengage) Physical Science - Physical Science (Prentice Hall) Physics - Holt Physics (Hougton Miffline Harcourt) Physics Honors -n Holt Physics (Hougton Miffline Harcourt) PLTW Biomedical Innovation PLTW Civil Engin. & Archit PLTW Prin. of Biomedical Science-5 - California Science 5 (Houghton Mifflin) Science-6 - Earth Science (Holt)		

	Science-7 - Life Science (Holt) Science-8 - Physical Science (Holt)		
History-Social Science	American Government/Civics - Magruder's American Government (Pearson/Savvas) AP Economics - Economics 20th Ed (McGraw Hill) AP European HistoryAdopted from: The College Board Advanced Placement Program - Western Heritage Since 1300 11th Ed. (Pearson) AP Government - Government in America 16th Ed. (Pearson) AP Human Geography - Human Geography for the AP Course (Bedford, Freeman & Worth) AP Psychology - Myers' Psychology for AP (Worth Publishers) AP US Hist/Geo - American Pageant 16th Ed (Cengage) AP World History - Earth and its Peoples 6th Ed. (Cengage) Basic Am Govt Basic Economics - Economics (Pearson) Basic US History - The Americans (McDougal Littel) Basic World History - World History Modern Times (Glencoe) CA Civil Procedures - Dual Enrollment MSJC - Fundamentals of California Litigation for Paralegals (Wolters Klewer) Criminal Law-Admin Just 101 DE - California Criminal Law Concepts 13th Ed (Pearson) Criminology - Criminal Justice (Scholastic Book Service) Cultural Geography DE - Encounter Human Geography: Interactive Explorations (Prentice Hall) Economics - Economics Principles in Action (Pearson/Savvas) Foundations of the Legal Sys DE - Introduction to Paralegal Studies 4th Ed (Aspen) Geography of California-Dual Enrollment MSJC - Rediscovering the Golden State of California (Wiley) Geography of California DE - Rediscovering the Golden State of California (Wiley) Government - Magruder's American Government (Pearson/Savvas)	Yes	0%

	History West - None Immigration Law DE - U.S.Immigrations Made Easy (Nolo) Intro To Psych - Introduction to Psychology (ITP) Law Office Management DE - Law Office Management for Paralegals, 2nd Ed (Aspen) Political Science 101 - Living Democracy (Pearson) Political Science DE - Living Democracy (Pearson) Research and Writing for Legal Assistants - Dual Enrollment MSJC - Legal Research and Writing Handbook: A Basic Approach for Paralegals (Aspen) Social Studies-5 - United States History: Early Years (Houghton Mifflin) Social Studies-6 - World History: Ancient Civilizations (Holt) Sociology - Sociology-The Study of Human Relationships 5th Ed (Holt, Rinhart & Winston) U S History - US History Interactive: Reconstruction to the Present (Pearson/Savvas) US His 8 - United States History: Independence to 1914 (Holt) US History - to 1877 DE None US History 1877 to Present DE - The American People: Creating a Nation and a Society: vol. II (Longman) World Geography - Geography Alive!: Regions & People World His 7 - Medieval to Early Modern Times (Holt) World History - World History Interactive: The Modern Era (Pearson/Savvas) Youth and Law - Street Law 5th (West Publishing)		
Foreign Language	American Sign Language I - Learning American Sign Language (Prentice Hall Inc.) American Sign Language II - Learning American Sign Language For Hearing People Only (Not Provided) American Sign Language III Honors - Signing Naturally (Dawn Sign Press) American Sign Language IV Honors - Signing Naturally Levels 2 and 3 (Dawn Sign Press) AP Spanish IV - Tema (Vista Higher Learning)	Yes	0%

	AP Spanish V Lit - Abriendo puertas: Tomo I (McDougal Littel) Chinese I (Mandarin) - Huanying Volume 1 (Cheng & Tsui Company) Chinese II - Integrated Chinese Level 1 Part 1 & 2 (Cheng & Tsui Company) French I - T'ES BRANCHE 2E 1 TEXT SE (T'es Branche) French II - T'ES BRANCHE 2E 2 TEXT SE (T'es Branche) French III Honors - T'ES BRANCHE 2E 3 TEXT SE (T'es Branche) German I - Auf Deutsch! 1 (McDougal Littel) German II - Auf Deutsch! 1 (McDougal Littel) German II - Auf Deutsch! 2 (McDougal Littel) German III Honors - Auf Deutsch! 3 (McDougal Littel) Intro to Spanish - Descubre Level 1 (Vista Higher Learning) Spanish I A - Descubre Level 1 (Vista Higher Learning) Spanish I B - Descubre Level 1 (Vista Higher Learning) Spanish III Hon - Descubre Level 3 (Vista Higher Learning) Spanish Language Essentials - Descubre Level 1 (Vista Higher Learning) Spanish SS I - Imagina 3e Spanish SS II - Revista 4e		
Health	Health - Glencoe Health	Yes	0%
Visual and Performing Arts	Adv Dance: Theory & Pract - Anatomy of Movement (Churchill Liningston) AP Art History - Art History (Pearson) Art - Humor in Art (Davis Publishing) Ceramics I - Experience Clay (Davis Publishing) Ceramics II - Experience Clay (Davis Publishing) Cinema Studies - Understanding Movies 11th Ed(Prentice Hall) Dance Choreog & Production H - Dance Masters (Routledge) Drama I - Creative Communication 5th Edition (None Provided)	Yes	0%

	Drama II - A Practical Handbook for the Actor (1986) (Vintage Books/Random House) Floral Design - The Principles of Floral Design (Goodheart) General Music - Music and You (MacMillan) Piano Keyboard - Piano for Adults: A Beginner Course: Lessons - Theory - Technic - Sight Reading (Kjos Music Press)		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

Ongoing facilities maintenance includes plumbing, electrical and HVAC repairs.
Artificial stadium field turf maintenance.
The gym floor is refinished every year.
LED Lighting upgrades throughout exterior of campus
Indoor hallways have been repainted.

Every morning before school begins, the custodian and Plant Manager inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day, one swing shift and 9 night custodians are assigned to Heritage High School. The day custodians are responsible for:

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

The evening custodians are responsible for:

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

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

The Heritage campus has ongoing facilities improvements. The Maintenance Department addresses facilities issues as they arise. Maintenance personnel address issues such as vandalism and routine repair items to ensure the school is safe and clean at all times.

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

Year and month of the most recent FIT report	11/25/2024

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		KENNEDY BUILDING: K 205 Stained Ceiling Tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical		X		JEFFERSON BUILDING: J 102 broken electrical cover
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		ADMINISTRATION BUILDING: OFFICE 107 DOOR LOCK BROKEN WORK ORDER FY 23-24 02126

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	49	39	40	46	47
Mathematics (grades 3-8 and 11)	13	10	12	13	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	570	547	95.96	4.04	49.08
Female	272	263	96.69	3.31	50.76
Male	298	284	95.30	4.70	47.54
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	33	33	100.00	0.00	33.33
Filipino	13	12	92.31	7.69	75.00
Hispanic or Latino	423	407	96.22	3.78	46.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	30	93.75	6.25	56.67
White	56	53	94.64	5.36	64.15
English Learners	70	55	78.57	21.43	9.09
Foster Youth	--	--	--	--	--
Homeless	27	27	100.00	0.00	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	433	416	96.07	3.93	46.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	84	98.82	1.18	21.43

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	569	554	97.36	2.64	10.47
Female	271	265	97.79	2.21	11.32
Male	298	289	96.98	3.02	9.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	33	33	100.00	0.00	12.12
Filipino	13	12	92.31	7.69	41.67
Hispanic or Latino	422	411	97.39	2.61	9.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100.00	0.00	9.38
White	56	54	96.43	3.57	12.96
English Learners	70	66	94.29	5.71	1.52
Foster Youth	--	--	--	--	--
Homeless	27	27	100.00	0.00	7.41
Military	0	0	0	0	0
Socioeconomically Disadvantaged	432	421	97.45	2.55	8.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	84	98.82	1.18	4.76

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	22.07	22.33	18.67	18.05	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1151	1110	96.44	3.56	22.34
Female	547	528	96.53	3.47	21.40
Male	604	582	96.36	3.64	23.20
American Indian or Alaska Native	--	--	--	--	--
Asian	19	16	84.21	15.79	43.75
Black or African American	75	72	96.00	4.00	20.83
Filipino	29	27	93.10	6.90	59.26
Hispanic or Latino	842	821	97.51	2.49	18.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	51	92.73	7.27	29.41
White	123	116	94.31	5.69	38.79
English Learners	125	118	94.40	5.60	1.69
Foster Youth	--	--	--	--	--
Homeless	48	45	93.75	6.25	13.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	899	868	96.55	3.45	19.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	180	170	94.44	5.56	7.65

2023-24 Career Technical Education Programs

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to all of Heritage High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Heritage High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school. Some of these "workforce preparation" opportunities include:

- Career Technical Education
- Career Pathways

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Formative and Summative assessments

2023-24 Career Technical Education Programs

- Senior Portfolio

During the 2024-25 school year, Heritage High School offered the following Career Technical Education programs as elective courses:

- Agriculture
- Photography and Video Production
- Bio-Medical
- Law Enforcement/Criminal Justice
- Engineering

Students at Heritage High School have access to CTE courses off campus through the Perris Union High School District.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1059
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.89
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	46.97

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	99	99	99	99	99

C. Engagement

State Priority: Parental Involvement

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

2024-25 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 various parent organizations such as School Site Council, PELI - Parent Engagement Leadership Institute, ELAC, AAPAC, Legacy Ceremonies, and various school sponsored activities.

Parents stay informed on upcoming events and school activities through Parent Square notifications, parent conferences, progress reports, the school marquee, and school website. Contact the school office at (951) 940-5447 for more information on how to become involved in your child's learning environment. We communicate with our parents on a daily basis through Infinite Campus, our student information system. Through Infinite Campus, parents can view their child's grades and daily attendance in real-time. By constantly monitoring their child's academics and attendance, our parents are partnering with teachers to support student efforts at school and at home. If you do not have an Infinite Campus log-in account, we encourage you to contact our counseling department and create an account today! Accounts are free and can be accessed via computer, tablet or smartphone. In addition, there is a parent-community liaison at our school who works directly with our parent community to involve them in our teaching/learning experience. Below are some ways that parents can participate:

Opportunities to Volunteer at Heritage High:
Family Engagement Center
Coffee with the Administration
Chaperone Field Trips
Fundraising Activities
Athletic Events
LEGACY Athletics Ceremony
Band
Mental Health Awareness Events
College and Career Events

Committees:
Parent Engagement Leadership Initiative (PELI)
School Safety Committee

2024-25 Opportunities for Parental Involvement

Attendance Committee
English Learner Advisory Council (ELAC)
African-American Parent Advisory Council (AAPAC)
School Site Council
WASC Committee

School Activities:
AVID
Interact
Key Club
National Honor Society
Link Crew
PLUS (Peer Leaders Uniting Students)
Drama
Dance
Robotics
Athletic Teams
ASB
Academic Recognition
Band & Theatre Events
FFA Events

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	4.6	5.5	3.3	5.2	6.2	4.2	7.8	8.2	8.9
Graduation Rate	94.7	92.2	94.8	91.9	91.9	94.4	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	575	545	94.8
Female	266	256	96.2
Male	309	289	93.5
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	11	11	100.0
Black or African American	41	39	95.1
Filipino	18	15	83.3
Hispanic or Latino	412	392	95.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	24	21	87.5
White	63	61	96.8
English Learners	85	74	87.1
Foster Youth	--	--	--
Homeless	54	51	94.4
Socioeconomically Disadvantaged	508	483	95.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	99	80	80.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2594	2460	889	36.1
Female	1239	1165	456	39.1
Male	1355	1295	433	33.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	26	9	34.6
Black or African American	177	164	47	28.7
Filipino	56	55	7	12.7
Hispanic or Latino	1896	1803	668	37.0
Native Hawaiian or Pacific Islander	12	12	6	50.0
Two or More Races	103	95	32	33.7
White	287	270	103	38.1
English Learners	369	345	145	42.0
Foster Youth	34	34	16	47.1
Homeless	130	122	58	47.5
Socioeconomically Disadvantaged	2031	1948	753	38.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	423	393	165	42.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	8.24	7.12	3.12	7.25	6.31	3.27	3.17	3.60	3.28
Expulsions	0.26	0.00	0.00	0.14	0.06	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.12	0.00
Female	2.10	0.00
Male	4.06	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	3.85	0.00
Black or African American	3.39	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.27	0.00
Native Hawaiian or Pacific Islander	8.33	0.00
Two or More Races	2.91	0.00
White	2.44	0.00
English Learners	4.34	0.00
Foster Youth	17.65	0.00
Homeless	4.62	0.00
Socioeconomically Disadvantaged	3.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Heritage High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in the fall 2024 semester through a Safety Committee consisting of students, staff, and parents. The completed document is also approved through the School Site Council.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	23	29	60
Mathematics	32	9	20	54
Science	32	5	8	38
Social Science	32	10	16	53

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	26	48	32
Mathematics	29	12	42	30
Science	29	10	12	29
Social Science	30	11	25	42

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	29	27	43
Mathematics	29	17	33	31
Science	29	13	9	29
Social Science	28	17	32	27

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	387.67

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	20886	7145	13741	112119
District	N/A	N/A	12123	$118,211
Percent Difference - School Site and District	N/A	N/A	12.5	-5.3
State	N/A	N/A	$10,771	$105,265
Percent Difference - School Site and State	N/A	N/A	24.2	6.3

Fiscal Year 2023-24 Types of Services Funded

Available funding for programs and services that support student access & success include:

- Agriculture Incentive Grant
- Career Technical Education Incentive Grant (CTEIG)
- Local Control Funding Formula (LCFF)
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Perkins

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Class size reduction (CSR) for English Language Learners

Fiscal Year 2023-24 Types of Services Funded

- Co-Curricular and Extra curricular activities for students that increase school climate and connectedness
- Career Technical Education Programs: Agriculture, Engineering, Health Sciences, Arts, Media & Entertainment, Public Service
- Credit recovery
- Dual Enrollment/Concurrent Enrollment
- Student Leadership
- Summer School

* Saturday School Enrichment

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$72,920	$62,635
Mid-Range Teacher Salary	$110,866	$101,698
Highest Teacher Salary	$139,692	$128,982
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$179,355	$162,013
Average Principal Salary (High)	$182,346	$182,697
Superintendent Salary	$310,426	$298,748
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	17.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	3
Fine and Performing Arts	2
Foreign Language	2
Mathematics	1
Science	1
Social Science	11
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

Professional Development

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Heritage High School supports ongoing professional growth throughout the year on Collaboration Mondays. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. In addition, every Monday is a "late start" Professional Learning Teams (PLT) day. During PLT's, teacher, counselors and administration work together in various forms of staff development activities. Topics addressed during Monday PLC meetings include: data on formal and informal assessments, grade analysis, best practices, WASC, school safety, A-G completion rates and AVID. Heritage HS continues to promote professional learning and collaboration through course team pull out days. Professional learning rotations also occur throughout the school year at staff meetings. Teachers facilitate learning opportunities for teachers and staff. Heritage High School's teachers have attended the following events hosted by the Perris Union High School District:

* AVID/WICOR Strategies
* Instructional Technology (Google Classroom, Haiku)
* Project Based Learning
    - Intensive Intervention Training
    - Advanced Professional Learning Communities
    - Academic Vocabulary Training
    - Technology Training
    - Common Core State Standards Training
    - Safety Trainings
    - Special Education Compliance Monitoring Training
* Positive Behavior Intervention System
*. MTSS
*. Collaborative teacher groups (course teams and cross-curricular teams)

Professional Development

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15-20	15-20	15-20