



# California Military Institute

755 North A St. • Perris, CA 92570-1958 • (951) 443-2731 • Grades 5-12

LTC Michael Rhodes, Principal

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



### Perris Union High School District

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#### District Governing Board

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Business Services

Marcy Savage  
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Educational Services

Steve Swartz  
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Human Resources

Tonya Davis  
Executive Director of  
Human Resources

### School Description

#### Principal's Message

The California Military Institute (CMI) is now eleven years old and is meeting the challenge of providing a unique high quality educational experience for those who seek a safe, secure, motivating, and disciplined place to learn. Our cadets continue to excel academically, as is evidenced by both our outstanding performance on the STAR assessments and on the California High School Exit Exam (CAHSEE). CMI cadets continued to improve and the Academic Performance Index (API), is now at 852--making CMI one of the top five schools in Riverside County! Our high passing and proficiency rate puts us in the top two percent of all schools in Riverside and San Bernardino Counties. At the close of the 2013-2014 school year, over 50% of CMI cadets had a 3.0 GPA or better and a high percentage of straight A (4.0 or better) cadets. In addition, CMI provides tutoring, support classes, and Saturday boot camps for cadets who may struggle from time to time with academic work. CMI is fully accredited through the Western Association of Schools and Colleges (WASC).

Our cadets continue to utilize the leadership training that is a hallmark of CMI. For example, CMI cadet leadership plans and executes the New Cadet Orientation, a three-day event held before the start of school and our cadet leaders also assist in training the new Battalions that are forming at other schools nearby. Each of these programs was planned by and conducted by the cadets at CMI – a true hands-on leadership experience. In addition to leadership at the site level, approximately ten CMI cadet leaders comprise the leadership staff for the 9th Brigade of the California Cadet Corps. Finally, our affiliation with the California Interscholastic Federation, Southern Section (CIF) gives every cadet an opportunity to participate in quality athletic competitions. We also offer a full slate of extracurricular activities for our 5th - 9th grade cadets, including 8th grade tackle football, intermural sports, tutoring, drill, and marksmanship programs. CMI cadets give back to their community. During the 2013-2014 school year, cadets volunteered in excess of 30,000 hours of service to the local community through events, parades, and other activities and were awarded the Unit Community Service Award through the California Cadet Corps. Cadets are encouraged to learn from their service and to value the positive effects of service to others.

Our 5th and 6th grade program continues to be hugely successful and popular. The demand for enrollment at CMI regularly exceeds the available number of seats. Consequently, waiting lists for new cadets are an annual occurrence and CMI has initiated a lottery system to ensure fairness for new applicants. The 2013-2014 school year brought 937 cadets to CMI and we are poised for continued growth in the coming schools years. Three new science lab classrooms, a new music classroom and 6 new modular classrooms were added to provide the infrastructure needed for planned growth.

We are proud of our accomplishments and look forward with enthusiasm to continuing growth.

LTC (CMI) Michael A. Rhodes  
Principal/Commandant

#### Mission Statement

The Mission of the California Military Institute is to educate, train, and inspire the Corps of Cadets so that each cadet becomes a recognized leader of character dedicated to the values of honor, courage, and commitment and is prepared for a career of professional excellence and service to the community and Country.

#### PUHSD Mission Statement

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

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (951) 443-2731.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 4	2
Gr. 5	67
Gr. 6	119
Gr. 7	173
Gr. 8	170
Gr. 9	166
Gr. 10	153
Gr. 11	114
Gr. 12	105
<b>Total</b>	<b>1,069</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.0
American Indian or Alaska Native	0.5
Asian	0.7
Filipino	0.4
Hispanic or Latino	82.1
Native Hawaiian/Pacific Islander	0.2
White	7.1
Two or More Races	1.9
Socioeconomically Disadvantaged	85.9
English Learners	11.7
Students with Disabilities	1.2

## 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			
California Military Institute	12-13	13-14	14-15
<b>Fully Credentialed</b>	38	45	45
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Perris Union High School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	411
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
California Military Institute	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	2	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

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

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

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

All textbooks used in the core curriculum at California Military Institute 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: September 17, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Pearson, Literature (2009)
The textbooks listed are from most recent adoption: Yes	Pearson Prentice Hall, Literature (2009)
Percent of students lacking their own assigned textbook: 0	Sopris West Educational Services, Language! (2006)
<b>Mathematics</b>	Holt, Algebra 1 & 2 (2008)
The textbooks listed are from most recent adoption: Yes	Holt, CA Geometry (2008)
Percent of students lacking their own assigned textbook: 0	Holt, Rinehart and Winston, Algebra I (2008)
	Holt, Rinehart and Winston, Algebra II (2008)
	Holt, Rinehart and Winston, Geometry (2008)
<b>Science</b>	Holt, Rinehart and Winston, Holt California Science: Earth, Life, and Physical Science (2007)
The textbooks listed are from most recent adoption: Yes	Pearson, Science Insights: Exploring Living Things (2006)
Percent of students lacking their own assigned textbook: 0	Pearson Prentice Hall, Biology, The Web of Life (2006)
	Pearson Prentice Hall, Conceptual Physics (2006)
	Pearson Prentice Hall, Earth Science (2006)
<b>History-Social Science</b>	Glencoe/McGraw-Hill, Geography: The World and its People (1999)
The textbooks listed are from most recent adoption: Yes	Glencoe/McGraw-Hill, Health (2005)
Percent of students lacking their own assigned textbook: 0	Glencoe/McGraw-Hill, United States Government: Democracy in Action (2006)
	Glencoe/McGraw-Hill, World History: Modern Times (2006)
	Holt, Rinehart and Winston, Holt California Social Studies: United States History, Independence to 1914 (2006)
	Holt, Rinehart and Winston, Holt California Social Studies: World History, Ancient Civilizations (2006)
	McDougal Littell, The Americans Reconstruction to the 21st Century (2006)
	Pearson Prentice Hall, Economics: Principles in Action (2005)
<b>Foreign Language</b>	McDougal Littell, Discovering French Nouveau! Bleu (2004)
The textbooks listed are from most recent adoption: Yes	McDougal Littell, Discovering French Nouveau! Blanc (2004)
Percent of students lacking their own assigned textbook: 0	McDougal Littell, Discovering French Nouveau! Rouge (2004)
	McDougal Littell, En Espanol 1 (2004)
	McDougal Littell, En Espanol 2 (2004)
	McDougal Littell, En Espanol 3 (2004)
<b>Health</b>	Glencoe, Health (2005)
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	
<b>Visual and Performing Arts</b>	Ragans, Art Talk (1988)
The textbooks listed are from most recent adoption:	
Percent of students lacking their own assigned textbook:	

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. California Military Institute's original facilities were built in 1960; 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:

- Construction of new Music and Science Building was completed in July of 2013
- 5 additional portable classrooms were added during summer of 2013 to accommodate growth.

Every morning before school begins, the day custodian and campus safety officer inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to California Military Institute.

The day custodian is responsible for:

- Classroom cleaning
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked frequently throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- General use areas
- Office area cleaning
- Restroom cleaning
- Locker room cleaning

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

Facilities construction / improvement projects

- Patching of asphalt areas, including the basketball courts and other asphalt areas on campus.
- Replacement of 2 complete HVAC units in classrooms.

Facilities Inspection

The district's maintenance department inspects California Military Institute on an annual basis in accordance with Education Code §17592.72(c)(1). California Military Institute uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 8/24/14. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/24/2014				
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 Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	74	75	66	45	46	44	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	60	71	69	44	47	48	54	56	55
Math	39	49	47	23	27	24	49	50	50
HSS	63	75	73	42	42	39	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	8	10	10

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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	28.6	12.7	33.3
7	10.4	20.9	50.4
9	22.1	20.0	43.4

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	66
Male	68
Female	64
Black or African American	65
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	64
Native Hawaiian/Pacific Islander	
White	89
Two or More Races	
Socioeconomically Disadvantaged	64
English Learners	41
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	69	32	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	70	34	-6
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	74	28	-7
English Learners	40	1	-18
Students with Disabilities			

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

## 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

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through our PTA, letters home, parent conferences, progress reports, the school marquee, school website, Alert Now (automated telephone messaging system), and daily emails to parents called "Daily Briefing". Contact the assistant principal at (951) 443-2731 for more information on how to become involved in your child's learning environment.

- Opportunities to Volunteer:
- Chaperone Field Trips
- Chaperone School Dances
- Classroom Helper
- Library Helper
- Office Helper
- Supervising Extra Curricular Events
- Planning of Major Events
- Picture Day
- Military Drill Program
- Marksmanship Program
- School Sports
- Join the PTA
- Committees
- Military Advisory Council
- Various PTA Committees
- School Activities
- Back to School Night
- Open House
- Field Day
- Parent Orientation Night
- High School Athletics
- Drill Competition
- Color Guard Competition
- Parades
- Awards Ceremonies
- Middle School Athletics
- Graduation

### 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 California Military Institute 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 Fall 2014.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.8	9.5	8.8
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	9.6	8.1
Expulsions Rate	0.0	0.0	0.5
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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



## D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

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

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	479

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

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 4			2			7						
Gr. 5		32	23			7		12	6		1	7
Gr. 6		32	32		2	1		17	16		7	9
English	27.5	28	29	5	4	5	14	15	18	3	5	7
Math	26.9	27	26	7	6	12	13	19	18	7	3	6
Science	27.9	25	30	1	9	4	15	15	14	5	2	8
SS	27.2	27	31	4	6	4	11	12	11	4	5	8

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

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

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5627	29	5598	58197.99
District	♦	♦	6277	\$70,137
State	♦	♦	\$4,690	\$72,276
Percent Difference: School Site/District			-10.8	-17.0
Percent Difference: School Site/ State			19.4	-19.5

## Types of Services Funded at California Military Institute

CMI is funded through ADA (Average Daily Attendance) and, in addition, receives categorical funds in the form of a block grant. CMI provides a comprehensive course of study with an emphasis on college/university preparation. Through our general fund money, we support an active extra-curricular program which includes tutoring, athletics, clubs, military drill and marksmanship. CMI does not receive Title I money or any other categorical funds and is not a Program Improvement school.

## Professional Development provided for Teachers at California Military Institute

All training and curriculum development activities at the California Military Institute revolve around the California State Content Standards and Frameworks and the implementation of the Common Core State Standards. During the 2013-14 school year, the California Military Institute held staff development sessions devoted to:

- Continuation of Direct Interactive Instruction
- Implementation of Performance-Based Grading Standards
- Implementation of Common Core State Standards in English Language Arts and Math

Decisions concerning the selection of staff development activities are performed by all staff members 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. The California Military Institute supports ongoing professional growth throughout the year on late start days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

## Counseling & Support Staff

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

- Avid Summer Institute
- Advanced Placement (AP) workshop
- Project Based Learning workshop
- ISTE conference
- RCOE training

The California Military Institute offers support to new and veteran teachers through peer coaching and mentoring. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	51	25	24	45	38	17
All Students at the School	24	39	36	16	50	34
Male	19	49	32	9	42	49
Female	29	31	40	22	56	22
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	24	40	36	16	51	33
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	25	40	35	17	49	34
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
California Military Institute	2011-12	2012-13	2013-14
English-Language Arts	70	80	76
Mathematics	78	88	84
Perris Union High School District	2011-12	2012-13	2013-14
English-Language Arts	49	54	39
Mathematics	52	56	44
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	91.80	85.54	84.56
Black or African American	80.00	83.00	75.90
American Indian or Alaska Native	100.00	92.31	77.82
Asian	100.00	88.10	92.94
Filipino	100.00	94.59	92.20
Hispanic or Latino	97.30	84.00	80.83
Native Hawaiian/Pacific Islander	0.00	76.92	84.06
White	50.00	90.06	90.15
Two or More Races	100.00	92.31	89.03
Socioeconomically Disadvantaged	100.00	84.99	82.58
English Learners	100.00	47.48	53.68
Students with Disabilities	0.00	49.21	60.31

Dropout Rate and Graduation Rate			
California Military Institute	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.3	9.3	1.8
Graduation Rate	97.73	90.74	98.25
Perris Union High School District	2010-11	2011-12	2012-13
Dropout Rate (1-year)	12.6	11.8	11.8
Graduation Rate	83.05	83.87	84.41
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	1	♦
Science	2	♦
Social Science	2	♦
All courses	6	0.2

\* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	29.11
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	33.93

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

### Career Technical Education Programs

Students of California Military Academy have access to CTE courses off campus through the Perris High School as well as alternative locations through city partnerships.