



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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<http://cmi.puhsd.org>

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



Perris Union High School District

155 East Fourth St.
Perris, CA 92570
(951) 943-6369
www.puhsd.org

District Governing Board

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Edward Agundez
Joan D. Cooley
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Candace Reines
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Educational Services**
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**Assistant Superintendent
Human Resources**
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**Executive Director of
Human Resources**

School Description

Principal's Message

The California Military Institute (CMI) is now twelve 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 their performance on the California High School Exit Exam (CAHSEE). 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 2014-2015 school year, over 60% 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). The school was granted a 6 year clear accreditation in March of 2015.

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. CMI recently hosted the statewide AAMC (Academic, Athletic, Marksmanship, CERT) competition (Oct 2015) and took top honors in every category. 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, intramural sports, tutoring, drill, and marksmanship programs. CMI cadets give back to their community. During the 2014-2015 school year, cadets volunteered in excess of 38,000 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 2014-2015 school year brought 969 cadets to CMI and we are poised for continued growth in the coming schools years. Current enrollment (Nov 2015) is 1,049. 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
CMI 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

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) 443-2731 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 5	44
Grade 6	120
Grade 7	172
Grade 8	156
Grade 9	123
Grade 10	146
Grade 11	120
Grade 12	88
Total Enrollment	969

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.4
Asian	0.9
Filipino	0.7
Hispanic or Latino	84
Native Hawaiian or Pacific Islander	0.3
White	5.4
Two or More Races	1.8
Socioeconomically Disadvantaged	87.3
English Learners	9.4
Students with Disabilities	1.7
Foster Youth	0.5

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	13-14	14-15	15-16
With Full Credential	45	45	40
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	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			
California Military Institute	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	0	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 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
Reading/Language Arts	Pearson, Literature (2009) Pearson Prentice Hall, Literature (2009) Sopris West Educational Services, Language! (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Holt, Algebra 1 & 2 (2008) Holt, CA Geometry (2008) Holt, Rinehart and Winston, Algebra I (2008) Holt, Rinehart and Winston, Algebra II (2008) Holt, Rinehart and Winston, Geometry (2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Holt, Rinehart and Winston, Holt California Science: Earth, Life, and Physical Science (2007) 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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
History-Social Science	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) 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe, Health (2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Ragans, Art Talk (1988)

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:

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 and maintenance projects:

Replacement of HVAC equipment in 2 classrooms

Electrical upgrade involving the S and P buildings to accommodate upgraded HVAC equipment

Ongoing maintenance of campus facilities, such as: concrete patching, maintenance painting, asphalt repair, electrical repair, and plumbing repairs.

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 11-19-15. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, 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: 11/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the 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

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
ELA	43	42	44
Math	25	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.

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
Science	75	66	67	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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	8.90	22.20	37.80
7	20.40	20.40	32.90
9	16.20	22.20	43.60

* 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)
All Students in the LEA	41
All Student at the School	67
Male	70
Female	64
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	66

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
Native Hawaiian or Pacific	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	31
Students with Disabilities	67
Foster Youth	--

* 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	5	45	45	100.0	36	33	29	2
	6	121	119	98.3	36	40	22	2
	7	168	168	100.0	30	33	35	1
	8	144	143	99.3	11	42	45	1
	11	120	118	98.3	7	22	53	18
Male	5		21	46.7	48	33	19	0
	6		64	52.9	36	45	17	2
	7		81	48.2	32	28	38	1
	8		75	52.1	13	48	37	1
	11		56	46.7	5	30	43	21
Female	5		24	53.3	25	33	38	4
	6		55	45.5	36	35	27	2
	7		87	51.8	29	38	32	1
	8		68	47.2	9	35	54	1
	11		62	51.7	8	15	63	15
Black or African American	5		2	4.4	--	--	--	--
	6		8	6.6	--	--	--	--
	7		15	8.9	27	33	40	0
	8		6	4.2	--	--	--	--
	11		3	2.5	--	--	--	--
American Indian or Alaska Native	6		1	0.8	--	--	--	--
	7		2	1.2	--	--	--	--
	11		1	0.8	--	--	--	--

**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
Asian	5		1	2.2	--	--	--	--
	6		3	2.5	--	--	--	--
	8		1	0.7	--	--	--	--
	11		1	0.8	--	--	--	--
Filipino	6		2	1.7	--	--	--	--
	7		1	0.6	--	--	--	--
	8		1	0.7	--	--	--	--
Hispanic or Latino	5		38	84.4	37	34	26	3
	6		95	78.5	39	41	19	1
	7		140	83.3	33	34	32	1
	8		121	84.0	11	45	43	2
	11		105	87.5	8	23	53	16
Native Hawaiian or Pacific Islander	7		1	0.6	--	--	--	--
	8		1	0.7	--	--	--	--
White	5		2	4.4	--	--	--	--
	6		7	5.8	--	--	--	--
	7		7	4.2	--	--	--	--
	8		8	5.6	--	--	--	--
	11		3	2.5	--	--	--	--
Two or More Races	5		2	4.4	--	--	--	--
	6		1	0.8	--	--	--	--
	7		2	1.2	--	--	--	--
	8		5	3.5	--	--	--	--
	11		5	4.2	--	--	--	--
Socioeconomically Disadvantaged	5		43	95.6	35	33	30	2
	6		101	83.5	39	41	19	2
	7		150	89.3	33	32	35	1
	8		124	86.1	12	45	41	2
	11		97	80.8	6	23	56	15
English Learners	5		6	13.3	--	--	--	--
	6		12	9.9	83	8	8	0
	7		14	8.3	64	21	14	0
	8		16	11.1	38	56	6	0
	11		4	3.3	--	--	--	--

**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
Students with Disabilities	5		2	4.4	--	--	--	--
	6		3	2.5	--	--	--	--
	7		4	2.4	--	--	--	--
	8		2	1.4	--	--	--	--
	11		2	1.7	--	--	--	--
Foster Youth	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	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	5	45	45	100.0	49	44	2	4
	6	121	119	98.3	45	42	12	2
	7	168	168	100.0	40	38	17	4
	8	144	143	99.3	27	35	26	12
	11	120	118	98.3	25	44	23	8
Male	5		21	46.7	62	33	0	5
	6		64	52.9	41	47	11	2
	7		81	48.2	30	51	15	5
	8		75	52.1	32	35	23	11
	11		56	46.7	23	38	25	14
Female	5		24	53.3	38	54	4	4
	6		55	45.5	49	36	13	2
	7		87	51.8	51	26	20	3
	8		68	47.2	22	35	29	13
	11		62	51.7	26	50	21	3
Black or African American	5		2	4.4	--	--	--	--
	6		8	6.6	--	--	--	--
	7		15	8.9	47	47	7	0
	8		6	4.2	--	--	--	--
	11		3	2.5	--	--	--	--

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
American Indian or Alaska Native	6		1	0.8	--	--	--	--
	7		2	1.2	--	--	--	--
	11		1	0.8	--	--	--	--
Asian	5		1	2.2	--	--	--	--
	6		3	2.5	--	--	--	--
	8		1	0.7	--	--	--	--
	11		1	0.8	--	--	--	--
Filipino	6		2	1.7	--	--	--	--
	7		1	0.6	--	--	--	--
	8		1	0.7	--	--	--	--
Hispanic or Latino	5		38	84.4	50	45	3	3
	6		95	78.5	46	40	13	1
	7		140	83.3	43	36	17	4
	8		121	84.0	28	36	25	12
	11		105	87.5	23	45	24	9
Native Hawaiian or Pacific Islander	7		1	0.6	--	--	--	--
	8		1	0.7	--	--	--	--
White	5		2	4.4	--	--	--	--
	6		7	5.8	--	--	--	--
	7		7	4.2	--	--	--	--
	8		8	5.6	--	--	--	--
	11		3	2.5	--	--	--	--
Two or More Races	5		2	4.4	--	--	--	--
	6		1	0.8	--	--	--	--
	7		2	1.2	--	--	--	--
	8		5	3.5	--	--	--	--
	11		5	4.2	--	--	--	--
Socioeconomically Disadvantaged	5		43	95.6	47	47	2	5
	6		101	83.5	48	42	9	2
	7		150	89.3	42	36	17	5
	8		124	86.1	29	35	24	11
	11		97	80.8	23	44	25	8
English Learners	5		6	13.3	--	--	--	--
	6		12	9.9	67	25	8	0
	7		14	8.3	57	36	7	0
	8		16	11.1	56	38	0	6
	11		4	3.3	--	--	--	--

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
Students with Disabilities	5		2	4.4	--	--	--	--
	6		3	2.5	--	--	--	--
	7		4	2.4	--	--	--	--
	8		2	1.4	--	--	--	--
	11		2	1.7	--	--	--	--
Foster Youth	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	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

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
- Media Center Helper
- Office Helper
- Supervising Extra Curricular Events
- Planning of Major Events
- Picture Day
- Military Drill Program
- Marksmanship Program
- School Sports
- AVID
- Friday Night Live
- 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

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 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	9.45	8.82	5.94
Expulsions Rate	0.00	0.00	0.00
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
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

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

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
5	30	34	22	2	1		10	1	13	1	11	
6	33	33	32	2			13	15	18	6	8	7

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	28	29	22	4	5	15	15	18	18	5	7	6
Math	27	26	21	6	12	25	19	18	20	3	6	4
Science	25	30	22	9	4	14	15	14	12	2	8	6
SS	27	31	20	6	4	15	12	11	16	5	8	4

* 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	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.

Professional Development provided for Teachers

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 2014-15 school year, the California Military Institute held staff development sessions devoted to:

- Implementation of Performance-Based Grading Standards
- Implementation of Common Core State Standards in English Language Arts and Math
- Project Based Learning workshop

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) Summer Institute
- Project Lead the Way (PLTW)
- ISTE conference
- RCOE training
- Educational Technology Training (e.g. GAFE, PBL, Nearpod, Classroom Mosaic, Edgenuity MyPath)

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.

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/.

Types of Services Funded

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8018	238	7780	62545
District	♦	♦	7433	\$74,802
State	♦	♦	\$5,348	\$74,908
Percent Difference: School Site/District			4.7	-16.4
Percent Difference: School Site/ State			45.5	-16.5

* Cells with ♦ do not require data.

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	22	49	29	14	58	28
Male	25	54	22	8	60	32
Female	20	45	36	20	57	24
Hispanic or Latino	23	49	28	15	57	29
Socioeconomically Disadvantaged	21	48	32	14	58	28

* 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	2012-13	2013-14	2014-15
English-Language Arts	80	76	78
Mathematics	88	84	86
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)			
California Military Institute	2011-12	2012-13	2013-14
Dropout Rate	9.30	1.80	9.50
Graduation Rate	90.74	98.25	90.53
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	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

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	49.23
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	66.28

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	81.9	83.27	84.6
Black or African American	100	81.88	76
American Indian or Alaska Native		66.67	78.07
Asian	100	92.86	92.62
Filipino		93.88	96.49
Hispanic or Latino	81.4	81.33	81.28
Native Hawaiian/Pacific Islander		83.33	83.58
White	75	89.56	89.93
Two or More Races		78.33	82.8
Socioeconomically Disadvantaged		50.45	61.28
English Learners	50	56.52	50.76
Students with Disabilities	84.81	80.81	81.36
Foster Youth	--	--	--

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	4	♦
Science	2	♦
Social Science	2	♦
All courses	10	.3

* Where there are student course enrollments.

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.

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.