California Military Institute

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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Perris Union High School District
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Principal's Message

The California Military Institute (CMI) is now fourteen 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 Smarter Balanced Assessment Consortium (SBAC). Out of all of our 11th grade students, 76% met or exceeded the Math standards, and 46% met or exceeded the English Language Standards. Our high proficiency rate puts us in the top two percent of all schools in Riverside and San Bernardino Counties. At the close of the 2015-2016 school year, +++(GPA data) and 100% of seniors graduated on time. In addition, CMI provides tutoring, support classes, and online opportunities for students that seek broader "G" electives. 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. 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 2015-2016 school year, cadets volunteered in excess of 14,000 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. In the summer of 2016, over 20 CMI cadets received CERT training and certification through the California National Guard/Homeland Security. These cadets respond to all emergency drills, most notably the Great California Shakeout. 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. We were able to add AVID 8 & 9 to our master schedule this year, and it was "G" approved.

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

Col. (CMI) Michael A. Rhodes
Principal/Commandant

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 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, 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 5	62
Grade 6	115
Grade 7	203
Grade 8	163
Grade 9	140
Grade 10	124
Grade 11	121
Grade 12	113
Total Enrollment	1,041

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	6.8
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	1
Hispanic or Latino	84.2
Native Hawaiian or Pacific Islander	0.2
White	4
Two or More Races	1.8
Socioeconomically Disadvantaged	88.5
English Learners	11.4
Students with Disabilities	1.4
Foster Youth	0.1

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	**14-15**	**15-16**	**16-17**
With Full Credential	45	40	46
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Perris Union High School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	505
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
California Military Institute	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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

2015-16 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	100.0	0.0
High-Poverty Schools	100.0	0.0
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 2016-17)
All textbooks used in the core curriculum at California Military Institute are aligned to the California Common Core 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.

Perris Union High School District's Board of Trustees holds a public hearings 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 2015-16 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 21, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	English/Language Arts 5--Reading Street 5 (Pearson, 2010) English Language Arts 6--Literature: Reading & Language 6 (Pearson, 2010) Language Arts 7-- Literature: Reading & Language 7 (Pearson, 2010) Language Arts 8-- Literature: Reading & Language 8 (Pearson, 2010) Reality Central 7--Reality Central: Readings in the Real World 7 (Pearson, 2010) Reality Central 8--Reality Central: Readings in the Real World 8 (Pearson, 2010) English I/Advanced English I--Literature: Reading & Language 9 (Pearson, 2010) English II/Advanced English II--Literature: Reading & Language 10 (Pearson, 2010) English III--Literature: The American Experience (Pearson, 2010) English IV--Literature: The British Tradition (Pearson, 2010) CSU Expository Reading & Writing--Expository Reading & Writing Course 2nd Ed (Ca St Univ, 2013) AP English Language & Composition--Language of Composition 2nd Ed (Bedford, 2013) AP English Literature & Composition--Norton Introduction to Literature (Norton, 2013) College Freshman Comp--Writing Matters (McGraw-Hill, 2011) College Critical Thinking & Writing--Creating America 4th Ed. (Pearson, 2005) English 3D - Course B - Volume 1 (Houghton Mifflin Harcourt, 2016) English 3D - Course B - Volume 2 (Houghton Mifflin Harcourt, 2016) **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) W.H. Freeman & Co. Statistics (2001) Houghton Miffin Harcourt, Calculas (1998) **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 21, 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Science	Science 5--California Science 5 (Houghton Mifflin, 2007) Science 6--Earth Science {CA} 6 (Holt, 2007) Science 7--Life Science (Holt, 2007) Science 8--Physical Science (Holt, 2007) Life Science--Biology (McDougal Littell, 2008) 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) AP Biology--Campbell Biology (10th AP Ed) (Pearson, 2014) AP Chemistry--Zumdahl Chemistry (9th AP Ed) (Cengage, 2014) Physics & Physics Honors--Physics (Holt, 2007) AP Physics--Physics for Scientists & Engineers w/Modern Physcis (Pearson, 2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Social Studies 5--United States History: Early Years {CA} 5 (Houghton Mifflin, 2007) Social Studies 6--World History: Ancient Civilizations {Ca} 6 (Holt, 2006) World History 7--World History: Medieval to Early Modern Times (Holt, 2006) US History 8--United States History: Independence to 1914 (Holt, 2006) World Geography--Geography Alive!: Regions & People (Teacher's Curriculum Institute, 2011) 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) AP Geography--Human Geography People, Place & Culture (Wiley, 2009) AP European History--Western Heritage Since 1300 11th Ed. (Pearson, 2016) AP World History--Earth and its Peoples 6th Ed. (Cengage, 2014) AP Government--Government in America 16th Ed. (Pearson, 2016) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Cheng & Tsui Co., Huanying: An Investigation to Chinese 1 (2009) Cheng & Tsui Co., Integrated Chinese 2 (2011) McDougal Littell, Discovering French Nouveau! Bleu (2004) McDougal Littell, Discovering French Nouveau! Blanc (2004) McDougal Littell, Discovering French Nouveau! Rouge (2004) Vista Higher Learning, Descubre: Spanish 1 (2017) Vista Higher Learning, Descubre: Spanish 2 (2017) Vista Higher Learning, Descubre: Spanish 3 (2017) Vista Higher Learning, Descubre: Spanish Spanish for Spanish Speakers (2015) Integrated Chinese, Level 1, Part 1 Integrated Chinese, Level 1, Part 2 Chinese 1--Huanying: an Invitation to Chinese 1 (Cheng & Tsui Co.), 2009 **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/upgrade of HVAC units in boys and girls locker buildings (Coaches offices)
- Repair/replacement of exhaust fans in boys/girls locker buildings
- Repair/replacement of cold water system in D building
- Electrical panel upgrade involving the boys and girls locker 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 2015-16 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: 8/26/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			F BUILDING: KITCHEN/MPR: (SWAMP COOLER IS DOWN W/O # 35587)
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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

• 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

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 | | |
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	66	67	45	44	41	36	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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 | 2015-16 Percent of Students Meeting Fitness Standards | | |
	4 of 6	5 of 6	6 of 6
5	17.5	19	42.9
7	21.1	23.1	35.2
9	19.8	22.1	40.5

* 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.

2015-16 CAASPP Results for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	43	36	42	37	44	48
Math	25	20	19	17	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)

| Group | Number of Students | | Percent of Students | |
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	345	340	98.6	45.0
Male	188	186	98.9	54.3
Female	157	154	98.1	33.8
Black or African American	36	36	100.0	41.7
Hispanic or Latino	281	279	99.3	43.0
White	14	13	92.9	61.5
Socioeconomically Disadvantaged	307	303	98.7	43.9
English Learners	41	41	100.0	24.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	63	63	100.0	12.7
	6	115	114	99.1	25.4
	7	202	201	99.5	34.3
	8	165	162	98.2	25.9
	11	113	112	99.1	75.9
Male	5	39	39	100.0	10.3
	6	56	55	98.2	14.6
	7	99	99	100.0	26.3
	8	81	80	98.8	23.8
	11	59	58	98.3	74.1
Female	5	24	24	100.0	16.7
	6	59	59	100.0	35.6
	7	103	102	99.0	42.2
	8	84	82	97.6	28.1
	11	54	54	100.0	77.8
Black or African American	7	13	12	92.3	33.3
	8	17	17	100.0	23.5
Hispanic or Latino	5	57	57	100.0	12.3
	6	92	92	100.0	20.6
	7	169	169	100.0	34.3
	8	138	137	99.3	24.1
	11	97	96	99.0	75.0
Socioeconomically Disadvantaged	5	54	54	100.0	13.0
	6	98	97	99.0	24.7
	7	176	176	100.0	30.7
	8	149	147	98.7	24.5
	11	98	98	100.0	75.5
English Learners	5	21	21	100.0	4.8
	6	20	20	100.0	
	7	27	27	100.0	
	8	14	14	100.0	7.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	5	63	63	100.0	4.8
	6	115	114	99.1	10.5
	7	202	201	99.5	17.9
	8	202	201	99.5	17.9
	11	113	112	99.1	45.5
Male	5	39	39	100.0	5.1
	6	56	55	98.2	10.9
	7	99	99	100.0	17.2
	8	99	99	100.0	17.2
	11	59	58	98.3	50.0
Female	5	24	24	100.0	4.2
	6	59	59	100.0	10.2
	7	103	102	99.0	18.6
	8	103	102	99.0	18.6
	11	54	54	100.0	40.7
Black or African American	7	13	12	92.3	16.7
	8	13	12	92.3	16.7
Hispanic or Latino	5	57	57	100.0	5.3
	6	92	92	100.0	7.6
	7	169	169	100.0	17.8
	8	169	169	100.0	17.8
	11	97	96	99.0	43.8
Socioeconomically Disadvantaged	5	54	54	100.0	5.6
	6	98	97	99.0	11.3
	7	176	176	100.0	15.3
	8	176	176	100.0	15.3
	11	98	98	100.0	42.9
English Learners	5	21	21	100.0	4.8
	6	20	20	100.0	
	7	27	27	100.0	
	8	27	27	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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.

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 (School Year 2016-17)
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, Blackboard (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. Parents can access the student database through Parent Portal and teacher websites such as Haiku and Google Classroom.

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
PELI (Parent Engagement and Leadership Initiative)
PBIS (Positive Behavioral Interventions and Supports)
LCAP Committees

Military Advisory Council
Various PTA Committees
School Activities
Back to School Night
Open House
Field Day
Coffe With the Principal
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 2016..

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	8.82	5.94	
Expulsions Rate	0.00	0.00	
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	8.12	7.38	
Expulsions Rate	0.47	0.10	
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.36	3.80	
Expulsions Rate	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.

2016-17 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

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	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	500

* 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 (Elementary)												
	Average Class Size			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Grade	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
5	34	22	22	1			1	13	13	11		
6	33	32	32				15	18	18	8	7	7

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English	29	22	22	5	15	15	18	18	18	7	6	6
Mathematics	26	21	21	12	25	25	18	20	20	6	4	4
Science	30	22	22	4	14	14	14	12	12	8	6	6
Social Science	31	20	20	4	15	15	11	16	16	8	4	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.

Professional Development provided for Teachers

All training and curriculum development activities at the California Military Institute revolve around the California Common Core Content Standards and Frameworks and the implementation of the Common Core State Standards. During the 2016-17 school year, the California Military Institute held staff development sessions devoted to:

- Implementation of Professional Learning Communities (PLC's)
- Focus and development of Common Formative Assessments.
- Project Lead the Way (PTLW)
- Implementation of Common Core State Standards in English Language Arts and Math
- AVID best practices campus-wide.

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, Edmentum)
- PLC 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,636	$46,184
Mid-Range Teacher Salary	$76,139	$75,179
Highest Teacher Salary	$94,797	$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)	$120,736	$124,243
Average Principal Salary (HS)	$135,321	$137,939
Superintendent Salary	$210,682	$217,637
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	8437	2	8435	55607
District	♦	♦	8134	$77,543
State	♦	♦	$5,677	$77,824
Percent Difference: School Site/District			3.7	-28.3
Percent Difference: School Site/ State			48.6	-28.5

* Cells with ♦ do not require data.

Types of Services Funded

CMI is funded through ADA (Average Daily Attendance) and, in addition, receives categorical funds in the form of a block grants. 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
California Military Institute	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	1.80	9.50	4.50
Graduation Rate	98.25	90.53	94.38
Perris Union High School District	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.80	12.40	9.70
Graduation Rate	84.41	82.68	87.03
California	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	49.23
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	66.28

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	0	♦
Mathematics	2	♦
Science	2	♦
Social Science	3	♦
All courses	10	.3

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2015**		
	School	**District**	**State**
All Students	80	82.69	85.66
Black or African American	83.33	106.71	76.88
American Indian or Alaska Native	0	33.33	74.87
Asian	0	61.9	92.78
Filipino	0	83.67	96.8
Hispanic or Latino	82.56	82.47	84.49
Native Hawaiian/Pacific Islander	0	72.22	84.88
White	58.33	77.43	87.23
Two or More Races	0	83.33	91.36
Socioeconomically Disadvantaged	0	50.45	68.38
English Learners	0	47.52	50.9
Students with Disabilities	97.47	88.12	76.61
Foster Youth	--	--	--

Career Technical Education Programs

Students of California Military Institute have access to CTE courses off campus through the Perris High School as well as alternative locations through city partnerships. For the 2016-2017 CMI is piloting additional elective and CTE offerings through online courses with Edmentum.

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 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).

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.