

California Military Institute

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2012-13 School Accountability Report Card Published During the 2013-14 School Year



Perris Union High School District

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District Governing Board

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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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (951) 443-2731.

Principal's Message

The California Military Institute (CMI) is now nine 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 STAR tests and on the California High School Exit Exam (CAHSEE). CMI cadets improved their performance on the STAR testing and the Academic Performance Index (API) used to measure the effectiveness of instructional programs is now at 852--making CMI one of the top five schools in Riverside County! Our high passing and proficiency rate for first-time takers puts us in the top two percent of all schools in Riverside and San Bernardino Counties. Our cadets maintain high academic standards throughout the school year as well. At the close of the 2011-2012 school year, over 50% of CMI cadets had a 3.0 GPA or better including a high percentage of straight A (4.0 or better) cadets. For those cadets who may struggle from time to time with academic work, CMI provides mandatory intervention classes and tutoring after school for an hour, four days a week. Cadets who have less than a 2.0 GPA are required to attend these classes and all other cadets may attend should they need additional assistance. We also offer a credit recovery program, called A+, four days per week after school. 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 new training 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 training. 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 2012-2013 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 additions of both 5th and 6th grade classes 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 2012-2013 school year brought a record 950 cadets to CMI and we are poised for continued growth in the coming schools years. Construction on three new science lab classrooms and a new music classroom began in June 2012 and we expect that we will be using these new classrooms at the start of the 2013-2014 school year. We are also remodeling the front fascia of CMI and to add at least 6 new modular classrooms to provide the infrastructure needed for planned growth.

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

LTC (CACC) Rick Wallis
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.

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

| Student Enrollment by Grade Level | |
|-----------------------------------|--------------------|
| Grade Level | Number of Students |
| Gr. 5 | 60 |
| Gr. 6 | 123 |
| Gr. 7 | 148 |
| Gr. 8 | 145 |
| Gr. 9 | 143 |
| Gr. 10 | 109 |
| Gr. 11 | 74 |
| Gr. 12 | 61 |
| Total | 863 |

| Student Enrollment by Group | |
|----------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 7.4 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1.6 |
| Filipino | 0.7 |
| Hispanic or Latino | 82.4 |
| Native Hawaiian/Pacific Islander | 0.2 |
| White | 5.3 |
| Two or More Races | 2.1 |
| Socioeconomically Disadvantaged | 85.3 |
| English Learners | 52.6 |
| Students with Disabilities | 1.0 |

| Average Class Size and Class Size Distribution | | | | | | | | | | | | |
|--|------|------|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Year | 11 | 12 | 13 | 11 | 12 | 13 | 11 | 12 | 13 | 11 | 12 | 13 |
| Gr. 5 | | | 32 | | | | | | 12 | | | 1 |
| Gr. 6 | | | 32 | | | 2 | | | 17 | | | 7 |
| English | 28.1 | 27.5 | 32 | 3 | 5 | 4 | 14 | 14 | 15 | 6 | 3 | 5 |
| Math | 23.9 | 26.9 | 27 | 8 | 7 | 6 | 19 | 13 | 19 | 2 | 7 | 3 |
| Science | 28.6 | 27.9 | 25 | 2 | 1 | 9 | 15 | 15 | 15 | 4 | 5 | 2 |
| SS | 27.8 | 27.2 | 27 | 4 | 4 | 6 | 14 | 11 | 12 | 2 | 4 | 5 |

* 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, English, Math, Science and Social Science (SS), rather than grade level.

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 2012.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 10/28/2013

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.

| Suspensions and Expulsions | | | |
|----------------------------|-------|-------|-------|
| Schoolwide | 10-11 | 11-12 | 12-13 |
| Suspensions Rate | 3 | | |
| Expulsions Rate | 0.14 | 0 | |
| Districtwide | 10-11 | 11-12 | 12-13 |
| Suspensions Rate | 26.39 | 19.0 | |
| Expulsions Rate | 0.62 | .10 | |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

Facilities construction / improvement projects

- Construction of a 6654 sq. ft. Music and Science building was completed during July of 2013.

In support of additional classrooms and students restroom facilities were added and existing restroom facilities were modernized and retrofitted to meet ADA guidelines.

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 Friday, October 09, 2012. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| School Facility Good Repair Status | | | | |
|---|------------------|-------------|-------------|---|
| 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] | [] | [] | [] |

| Teacher Credentials | | | |
|--------------------------------------|-------|-------|-------|
| Schoolwide | 10-11 | 11-12 | 12-13 |
| Fully Credentialed | 29 | 33 | 38 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area | 0 | 0 | 0 |
| Districtwide | 10-11 | 11-12 | 12-13 |
| Fully Credentialed | ◆ | ◆ | 400 |
| Without Full Credential | ◆ | ◆ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Schoolwide | 11-12 | 12-13 | 13-14 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 2 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

All training and curriculum development activities at California Military Institute revolve around the California State Content Standards and Frameworks and the coming implementation of Common Core State Standards. During the 2012-13 school year, California Military Institute held staff development 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 selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. 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

California Military Institute provides 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 events hosted by the Perris Union High School District:

- Interwrite Training
- Thinking Maps
- Intensive Intervention Training
- DII-Research Based Instructional Strategies Training
- Advanced Professional Learning Communities
- Academic Vocabulary Training
- Concept Construction Training
- Planning for Student Success Training

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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

| 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 | 77 | 23 |
| Districtwide | | |
| All Schools | 95 | 5 |
| High-Poverty Schools | 95 | 5 |
| Low-Poverty Schools | | |

* 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 25 percent or less in the free and reduced price meals program.

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 1.5 |
| Social/Behavioral or Career Development Counselor | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 0 |
| Social Worker | 0 |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 820 |

* 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.

| Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12) | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$6,665 | \$220 | \$6,445 | \$59,218.61 |
| District | ♦ | ♦ | \$6,900 | \$68,765 |
| State | ♦ | ♦ | \$5,537 | \$71,584 |
| Percent Difference: School Site/District | | | -6.6 | -13.9 |
| Percent Difference: School Site/ State | | | 16.4 | -17.3 |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 18, 2013

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 18, 2013, 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 2012-13 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.

| Teacher and Administrative Salaries (Fiscal Year 2011-12) | | |
|---|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$43,216 | \$42,865 |
| Mid-Range Teacher Salary | \$69,074 | \$69,484 |
| Highest Teacher Salary | \$86,001 | \$89,290 |
| Average Principal Salary (ES) | \$0 | |
| Average Principal Salary (MS) | \$119,748 | \$119,946 |
| Average Principal Salary (HS) | \$124,086 | \$128,378 |
| Superintendent Salary | \$193,215 | \$202,664 |
| Percent of District Budget | | |
| Teacher Salaries | 34.1% | 36.8% |
| Administrative Salaries | 5.5% | 4.9% |

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

Textbooks and Instructional Materials

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

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

| STAR Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|---|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | 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 |
| Science | 74 | 74 | 75 | 45 | 45 | 46 | 57 | 60 | 59 |
| H-SS | 63 | 75 | 73 | 42 | 42 | 39 | 48 | 49 | 49 |

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

| 2013 STAR Results by Student Group | | | | |
|---|---|------|---------|------|
| Group | Percent of Students Scoring at Proficient or Advanced | | | |
| | ELA | Math | Science | H-SS |
| All Students in the LEA | 48 | 24 | 46 | 39 |
| All Student at the School | 69 | 47 | 75 | 73 |
| Male | 67 | 52 | 81 | 85 |
| Female | 72 | 42 | 70 | 61 |
| Black or African American | 64 | 37 | 48 | 47 |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 68 | 46 | 77 | 73 |
| Native Hawaiian/Pacific Islander | | | | |
| White | 82 | 66 | | 77 |
| Two or More Races | 75 | 44 | | |
| Socioeconomically Disadvantaged | 67 | 46 | 74 | 72 |
| English Learners | 31 | 31 | 61 | 47 |
| Students with Disabilities | | | | |
| Students Receiving Migrant Education Services | | | | |

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 25.0 | 23.2 | 37.5 |
| 7 | 25.9 | 15.8 | 45.3 |
| 9 | 14.1 | 26.1 | 35.9 |

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

| 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 | -7 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 74 | 28 | -6 |
| English Learners | 40 | 1 | |
| Students with Disabilities | | | |

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| Academic Performance Index Ranks - Three-Year Comparison | | | |
|--|------|------|------|
| API Rank | 2010 | 2011 | 2012 |
| Statewide | 6 | 9 | 9 |
| Similar Schools | 1 | 8 | 10 |

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| 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 |

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

| Group | School | District | State | |
|----------------------------------|----------|----------|-------|-----------|
| All Students at the School | Students | 741 | 7,648 | 4,655,989 |
| | API-G | 852 | 747 | 790 |
| Black or African American | Students | 49 | 519 | 296,463 |
| | API-G | 820 | 703 | 708 |
| American Indian or Alaska Native | Students | 1 | 27 | 30,394 |
| | API-G | | 758 | 743 |
| Asian | Students | 9 | 106 | 406,527 |
| | API-G | | 829 | 906 |
| Filipino | Students | 3 | 128 | 121,054 |
| | API-G | | 881 | 867 |
| Hispanic or Latino | Students | 624 | 5,395 | 2,438,951 |
| | API-G | 848 | 730 | 744 |
| Native Hawaiian/Pacific Islander | Students | 2 | 42 | 25,351 |
| | API-G | | 761 | 774 |
| White | Students | 38 | 1,228 | 1,200,127 |
| | API-G | 901 | 806 | 853 |
| Two or More Races | Students | 15 | 203 | 125,025 |
| | API-G | 885 | 811 | 824 |
| Socioeconomically Disadvantaged | Students | 670 | 5,929 | 2,774,640 |
| | API-G | 848 | 728 | 743 |
| English Learners | Students | 398 | 3,506 | 1,482,316 |
| | API-G | | | 721 |
| Students with Disabilities | Students | 11 | 627 | 527,476 |
| | API-G | 702 | 542 | 615 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | No | No |
| Met Percent Proficient: Mathematics | No | No |
| Met API Criteria | Yes | No |
| Met Graduation Rate (if applicable) | N/A | No |

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|---------|
| Group | Graduating Class of 2013 | | |
| | School | District | State |
| All Students | 49 | 1,899 | 418,598 |
| Black or African American | 7 | 167 | 28,078 |
| American Indian or Alaska Native | 1 | 8 | 3,123 |
| Asian | | 35 | 41,700 |
| Filipino | | 55 | 12,745 |
| Hispanic or Latino | 36 | 1155 | 193,516 |
| Native Hawaiian/Pacific Islander | | 10 | 2,585 |
| White | 5 | 452 | 127,801 |
| Two or More Races | | 14 | 6,790 |
| Socioeconomically Disadvantaged | | 85 | 31,683 |
| English Learners | 14 | 669 | 93,297 |
| Students with Disabilities | 45 | 1390 | 217,915 |

| Dropout Rate and Graduation Rate | | | |
|----------------------------------|---------|---------|---------|
| Indicator | 2009-10 | 2010-11 | 2011-12 |
| Schoolwide | | | |
| Dropout Rate (1-year) | 13.60 | 2.30 | 9.30 |
| Graduation Rate | | 97.73 | 90.74 |
| Districtwide | | | |
| Dropout Rate (1-year) | 15.80 | 12.60 | 11.90 |
| Graduation Rate | 84.15 | 83.05 | 83.91 |
| Statewide | | | |
| Dropout Rate (1-year) | 16.60 | 14.70 | 13.10 |
| Graduation Rate | 80.53 | 77.14 | 78.73 |

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

| CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced | | | |
|--|---------|---------|---------|
| Subject | 2010-11 | 2011-12 | 2012-13 |
| Schoolwide | | | |
| English-Language Arts | 76 | 70 | 80 |
| Mathematics | 77 | 78 | 88 |
| Districtwide | | | |
| English-Language Arts | 56 | 49 | 54 |
| Mathematics | 53 | 52 | 56 |
| Statewide | | | |
| English-Language Arts | 59 | 56 | 57 |
| Mathematics | 56 | 58 | 60 |

| Advanced Placement Courses (School Year 2011-12) | | |
|--|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | --- |
| English | 2 | --- |
| Fine and Performing Arts | | --- |
| Foreign Language | | --- |
| Mathematics | 3 | --- |
| Science | 4 | --- |
| Social Science | 2 | --- |
| All courses | 11 | 2.2 |

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 46 | 28 | 26 | 45 | 38 | 18 |
| All Students at the School | 20 | 46 | 33 | 12 | 45 | 42 |
| Male | 24 | 47 | 29 | 18 | 33 | 49 |
| Female | 17 | 46 | 37 | 7 | 56 | 37 |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | 22 | 43 | 35 | 11 | 47 | 42 |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | | | | | | |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | 20 | 49 | 32 | 10 | 48 | 42 |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

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

| Courses for University of California and/or California State University | |
|---|---------|
| UC/CSU Course Measure | Percent |
| 2012-13 Students Enrolled in Courses Required for UC/CSU Admission | 32.2 |
| 2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission | 38.8 |

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

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.