

California Military Institute

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	California Military Institute
Street	755 North A Street
City, State, Zip	Perris, CA 92570
Phone Number	(951) 443-2731
Principal	I. Nicholas Milosavljevich, PhD
Email Address	igor.milosavljevic@puhsd.org
School Website	https://cmicharter.org
County-District-School (CDS) Code	33-67207-0101170

2021-22 District Contact Information

District Name	Perris Union High School District
Phone Number	(951) 943-6369
Superintendent	Grant Bennett
Email Address	grant.bennett@puhsd.org
District Website Address	www.puhsd.org

2021-22 School Overview

Principal's Message

The California Military Institute (CMI) is now 16 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). 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 - 12th grade cadets, including 8th grade tackle football, intramural sports, tutoring, drill, and marksmanship programs. CMI cadets give back to their community, during the 2016-2017 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 2017, 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

2021-22 School Overview

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 6,7,8,9 & 10 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.

1 LT (CMI) Dr. I. Nicholas Milosavljevic
Principal

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	50
Grade 6	120
Grade 7	156
Grade 8	185
Grade 9	172
Grade 10	131
Grade 11	114
Grade 12	118
Total Enrollment	1,046

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	0.4
Asian	1.1
Black or African American	3.2
Filipino	0.3
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.2
White	3.3
English Learners	19.9
Foster Youth	0.3
Homeless	2.5
Socioeconomically Disadvantaged	91.9
Students with Disabilities	2.2

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

On September 15, 2021, 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 2020-21 school year, Perris Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

September 15, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lang Arts 7- California Collections (Houghton Mifflin Harcourt, 2016) Lang Arts 8- California Collections (Houghton Mifflin Harcourt, 2016) English I/Advanced English I--Literature: Pearson My Perspective (Pearson, 2017) English II/Advanced English II--Literature: Pearson My Perspective (Pearson, 2017) 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) Edge A: Student Edition and myNGconnect (National Geographic Learning, 2014) Edge B: Student Edition and myNGconnect Edge C: Student Edition and myNGconnect	Yes	0

	Edge 2014 Fundamentals: Student Edition and myNGconnect		
Mathematics	<p>Math - 5 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 6 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 7 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Math - 8 enVisionmath 2.0 Math 2016 Common Core Student Edition (Pearson, 2016)</p> <p>Geometry California Common Core (Pearson, 2016)</p> <p>Algebra 1 California Common Core (Pearson, 2016)</p> <p>Algebra 2 California Common Core (Pearson, 2016)</p> <p>AP Calculus AB/BC--Calculus (Houghton Mifflin, 1998)</p> <p>AP Statistics--The Practice of Statistics 5th (Freeman, 2015)</p> <p>Consumer Math--Mathematics w/Business Applications (Glencoe, 2007)</p> <p>Technology Math--Mathematics w/Business Applications (Glencoe, 2007)</p> <p>Math Analysis--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Trigonometry--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Pre Calculus--Precalculus 5th Ed. (Houghton Mifflin, 2001)</p> <p>Math Pathways/Algebra Readiness--Algebra Readiness Volumes 1, 2, 3, 4 (Holt, 2008)</p>	Yes	0
Science	<p>Science 5--California Science 5 (Houghton Mifflin, 2007)</p> <p>Science 6--Earth Science {CA} 6 (Holt, 2007)</p> <p>Science 7--Life Science (Holt, 2007)</p> <p>Science 8--Physical Science (Holt, 2007)</p> <p>Life Science--Biology (McDougal Littell, 2008)</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>AP Biology--Campbell Biology (10th AP Ed) (Pearson, 2014)</p> <p>AP Chemistry--Zumdahl Chemistry (9th AP Ed) (Cengage, 2014)</p> <p>Physics & Physics Honors--Physics (Holt, 2007)</p> <p>AP Physics--Physics for Scientists & Engineers w/Modern Phycis (Pearson, 2008)</p>	Yes	0
History-Social Science	<p>Social Studies 5--United States History: Early Years {CA} 5 (Houghton Mifflin, 2007)</p> <p>Social Studies 6--World History: Ancient Civilizations {Ca} 6 (Holt, 2006)</p> <p>World History 7--World History: Medieval to Early Modern Times (Holt, 2006)</p> <p>US History 8--United States History: Independence to 1914 (Holt, 2006)</p> <p>World Geography--Geography Alive!: Regions & People (Teacher's Curriculum Institute, 2011)</p> <p>Glencoe/McGraw-Hill, Geography: The World and its People (1999)</p> <p>Glencoe/McGraw-Hill, Health (2005)</p>	Yes	0

	<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>AP Geography--Human Geography People, Place & Culture (Wiley, 2009)</p> <p>AP European History--Western Heritage Since 1300 11th Ed. (Pearson, 2016)</p> <p>AP World History--Earth and its Peoples 6th Ed. (Cengage, 2014)</p> <p>AP Government--Government in America 16th Ed. (Pearson, 2016)</p>		
Foreign Language	<p>Cheng & Tsui Co., Huanying: An Investigation to Chinese 1 (2009)</p> <p>Cheng & Tsui Co., Integrated Chinese 2 (2011)</p> <p>T'es Branche 1, 2, &3 (2018)</p> <p>Vista Higher Learning, Descubre: Spanish 1 (2017)</p> <p>Vista Higher Learning, Descubre: Spanish 2 (2017)</p> <p>Vista Higher Learning, Descubre: Spanish 3 (2017)</p> <p>Vista Higher Learning, Descubre: Spanish Spanish for Spanish Speakers (2015)</p> <p>Integrated Chinese, Level 1, Part 1</p> <p>Integrated Chinese, Level 1, Part 2</p> <p>Chinese 1--Huanying: an Invitation to Chinese 1 (Cheng & Tsui Co.), 2009</p>	Yes	0
Health	Glencoe, Health (2005)	Yes	0
Visual and Performing Arts	Ragans, Art Talk (1988)		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 11/25/2019. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the school inspection.

Year and month of the most recent FIT report

10/21/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			F BUILDING: W/O 56904 R BUILDING: W/O 56866
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

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 Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	618	485	78.48	21.52	41.42
Female	306	257	83.99	16.01	43.87
Male	312	228	73.08	26.92	38.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	16	84.21	15.79	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	547	426	77.88	22.12	41.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	9	64.29	35.71	--
White	25	21	84	16	52.38
English Learners	134	103	76.87	23.13	6.93
Foster Youth	--	--	--	--	--
Homeless	58	50	86.21	13.79	32
Military	0	0	0	0	0
Socioeconomically Disadvantaged	566	441	77.92	22.08	40.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	13	81.25	18.75	23.08

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	618	480	77.67	22.33	17.37
Female	306	250	81.70	18.30	11.84
Male	312	230	73.72	26.28	23.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	16	84.21	15.79	26.67
Filipino	--	--	--	--	--
Hispanic or Latino	547	419	76.60	23.40	16.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	9	64.29	35.71	--
White	25	23	92.00	8.00	26.09
English Learners	134	98	73.13	26.87	5.15
Foster Youth	--	--	--	--	--
Homeless	58	50	86.21	13.79	12.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	566	435	76.86	23.14	16.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	13	81.25	18.75	7.69

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	349	NT	NT	NT	NT
Female	170	NT	NT	NT	NT
Male	179	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	323	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	11	NT	NT	NT	NT
English Learners	71	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	46	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	323	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Students of California Military Institute have access to CTE courses on-campus and off-campus through the Perris High School as well as alternative locations through city partnerships. For the 2019-2020 school year, CMI cadets can participate in additional elective and CTE offerings through online courses with Edmentum.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	185
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 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. CMI has retained the services of a full-time bilingual Parent Liaison who coordinates all the parent volunteer activities, events and programs. Parents stay informed on upcoming events and school activities through our email, phone calls, facebook page and 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)
- AAPAC (African American Parent Advisory Committee)
- 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

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.8	0.0	0.8	5.8	5.2	6.3	9.0	8.9	9.4
Graduation Rate	98.2	100.0	99.2	91.7	91.7	90.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	120	119	99.2
Female	62	61	98.4
Male	58	58	100.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	112	111	99.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	20	19	95.0
Foster Youth	--	--	--
Homeless	26	26	100.0
Socioeconomically Disadvantaged	113	112	99.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1062	1053	175	16.6
Female	525	520	76	14.6
Male	537	533	99	18.6
American Indian or Alaska Native	4	4	0	0.0
Asian	11	11	1	9.1
Black or African American	35	33	3	9.1
Filipino	3	3	0	0.0
Hispanic or Latino	948	941	164	17.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	23	23	3	13.0
White	34	34	4	11.8
English Learners	212	209	60	28.7
Foster Youth	4	4	0	0.0
Homeless	60	60	11	18.3
Socioeconomically Disadvantaged	973	967	171	17.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	24	24	3	12.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.07	0.09	5.95	0.02	3.47	0.20
Expulsions	0.09	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.92	4.43	2.45
Expulsions	0.00	0.20	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.09	0.00
Female	0.19	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 2021.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5	35			12
6	33		3	15

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5	30	3	2	6
6	25	4	19	3
Other	33		1	2

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5	24	2	11	1
6	30	2	19	7
Other	9	2		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32		15	13
Mathematics	29	3	16	13
Science	32		12	8
Social Science	29	4	16	6

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	6	15	14
Mathematics	30	5	9	18
Science	31	2	3	14
Social Science	29	5	4	18

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	10	18	9
Mathematics	27	11	12	11
Science	31	3	7	14
Social Science	28	4	11	12

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	523

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11808	1886	9922	81698
District	N/A	N/A	10009	\$97,835
Percent Difference - School Site and District	N/A	N/A	-0.9	-18.0
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	16.1	-12.1

2020-21 Types of Services Funded

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

- Local Control Funding Formula (LCFF)
- Title I
- Title III
- Title X, McKinney-Vento Homeless Assistance

Programs and services available to students:

- Advancement via Individual Determination (AVID)
- Before & After School tutoring
- Co-Curricular and Extra curricular activities for students that increase school climate and connectedness
- Credit Recovery
- Dual Enrollment
- Student Leadership
- Summer School

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 is a Golden Ribbon school.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,606	\$54,687
Mid-Range Teacher Salary	\$92,144	\$92,222
Highest Teacher Salary	\$114,721	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$149,067	\$145,785
Average Principal Salary (High)	\$154,467	\$162,322
Superintendent Salary	\$261,493	\$258,950
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	15.0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered	4

Professional Development

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 2018-2019 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.
- STEMology training for science and math teachers
- T4 training
- Teacher Clarity
- Step up to Writing

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
- CTE training
- STEMology training
- T4 training
- Step up to Writing
- Teacher Clarity

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			