

# California Military Institute

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://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.

### Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	California Military Institute
<b>Street</b>	755 North A Street
<b>City, State, Zip</b>	Perris, CA 92570
<b>Phone Number</b>	(951) 443-2731
<b>Principal</b>	Dr. Michael O. Dodson
<b>Email Address</b>	michael.dodson@puhsd.org
<b>School Website</b>	<a href="https://www.cmicharter.org">https://www.cmicharter.org</a>
<b>Grade Span</b>	5-12
<b>County-District-School (CDS) Code</b>	33-67207-0101170

## 2024-25 District Contact Information

<b>District Name</b>	Perris Union High School District
<b>Phone Number</b>	(951) 943-6369 Ext. 80102
<b>Superintendent</b>	Dr. José Luis Araux
<b>Email Address</b>	jose.arau@puhsd.org
<b>District Website</b>	<a href="http://www.puhsd.org">www.puhsd.org</a>

## 2024-25 School Description and Mission Statement

### Principal's Message

The California Military Institute (CMI) is now 24 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 enrollment is approximately 1030 cadets. 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 June of 2019. With a mid-

## 2024-25 School Description and Mission Statement

cycle review in 2025.

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 Flag football, intramural sports, tutoring, drill, and marksmanship programs, Archery and drone programs. CMI cadets give back to their community through events, parades, and other activities such as Color and Honor guards for local entities. CMI was 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 fall of 2024 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 extremely successful. 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, through the A-G approval committee.

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

Dr. Michael O. Dodson  
Principal

### Mission Statement

#### CMI Mission Statement

The mission of California Military Institute is to ensure high levels of learning for all students through academic rigor, leadership development, high character expectations and social-emotional support in order to prepare students to be college and career ready"

#### 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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	33
Grade 6	91
Grade 7	168
Grade 8	186
Grade 9	185
Grade 10	127
Grade 11	140
Grade 12	114
<b>Total Enrollment</b>	<b>1,044</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Asian	0.9
Black or African American	3
Filipino	0.2
Hispanic or Latino	90.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.7
White	3.3
English Learners	15.7
Homeless	4.7
Socioeconomically Disadvantaged	88
Students with Disabilities	3.5

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.40	77.55	345.00	78.61	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.20	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	2.89	9.10	2.08	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.00	13.26	13.70	3.14	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.30	6.24	70.00	15.97	18854.30	6.86
<b>Total Teaching Positions</b>	38.00	100.00	438.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.20	74.20	341.20	74.79	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.50	0.11	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	0.67	5.20	1.16	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	0.97	11.30	2.48	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	10.10	24.13	97.90	21.46	15831.90	5.67
<b>Total Teaching Positions</b>	42.10	100.00	456.30	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.40	72.95	361.80	73.76	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.90	2.30	6.90	1.41	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.60	3.81	24.40	4.99	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.12	9.20	1.88	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	8.90	20.79	88.00	17.95	14303.80	5.15
<b>Total Teaching Positions</b>	43.10	100.00	490.50	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	1
<b>Misassignments</b>	1.10	0.20	0.6
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.10	0.20	1.6

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	5.00	0.40	0
<b>Total Out-of-Field Teachers</b>	5.00	0.40	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.70	1.3	1.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.60	0	0

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

## 2024-25 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 August 21, 2024, 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 2023-24 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

August 21, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Academic English Elective 7th-Eng 3D - English 3D-Course B-Volume 1 (Houghton Mifflin Harcourt)  Academic English Elective 7th-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt)  Basic English 10 - Literature: Reading & Language 10 (Pearson)  Basic English 11 - The American Experience (Pearson)	Yes	0

Basic English 12 - The British Tradition (Pearson)

Basic English 9 - Literature: Reading & Language 9 (Pearson)

AP Seminar - No primary Text listed only supplemental resources

Academic English Electives 8th - Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt)

Academic English Elective I - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC)

Academic English Elective II - myPerspectives ELD Companion - Digital App, ELD Companion Workbook (Savvas learning Company LLC)

Academic English Elective III - The Distance Between Us: A Memoir (Washington Square Press)

Academic English Elective IV - Never Fall Down, First they Killed My Famther: A Daughter of Cambodia, Remembers, Stay Alive My Son (Balzer & Bray, Harper Perennial, Touchstone, Reprint Edition)

Academic English I - ELD Companion Skills Practice Workbook Grade 9 (Savvas Learning Company LLC)

Academic English I - Edge Fundamental (National Geographic/Cengage Learning)

Academic English I - Edge Level A (National Geographic/Cengage Learning)

Adv English I - MyPerspectives, Grade 9, Volumes 1 & 2 (Savvas Learning Company)

Adv English II - MyPerspectives, Grade 10, Volumes 1 & 2 (Savvas Learning Company)

Adv Journalism - High School Journalism (Rosen Publishing Group)

AP English Language and Composition - Language of Composition 2nd Ed (Bedford)

AP English Literature and Composition Adopted from: The College Board Advanced Placement Program - Introduction to Literature (Norton)

College Freshman Comp - Praxis: a brief rhetoric (Fountainhead)

Critical Thinking and Writing - World of Ideas (Bedford/St. Martin)

CSU Expos Reading & Writ - Consumable

English I - MyPerspectives; Grade 9, Volumes 1 & 2 (Savvas Learning Company)

English II - MyPerspectives; Grade 10 Volumes 1 & 2 (Savvas Learning Company)

English III - The Crucible: A Play in Four Acts (Penguin)

English IV - Literature: The British Tradition (Pearson)

English LA - 5 - Pearson Reading Street (Pearson)

English LA - 6 - California Collections (Houghton Mifflin)

Journalism I - Warriners English Grammar & Composition 5th (Prentice Hall 1985)

Lang Arts 7 - California Collections (Houghton Mifflin Harcourt)

Lang. Arts 8 - California Collections (Houghton Mifflin Harcourt)

Reading Intervention-Read 180 - Real Book: Reading, Language, Learning (Houghton Mifflin Harcourt)

ERWC 11 - CSU Expository Reading & Writing Curriculum Course (Commerce Printing) Ordering updated version

ERWC 11 - ERWC March; Book Three (Top Shelf Productions)

ERWC 11 - ERWC The Things They Carried (Mariner Books)

ERWC 11 - ERWC The Crucible (Penguin Classics)

ERWC 11 - ERWC Zoot Suit and other Play (Arte Publico Press)

ERWC 11 - ERWC The Great Gatsby (Simon and Schuster)

ERWC 11 - ERWC Boy Who Harnessed the Wind (Puffin Books)

ERWC 11 - ERWC Twice Toward Justice (Square Fish)

ERWC 11 - ERWC Distance Between Us (Washington Square Press)

ERWC 12 - CSU Expository Reading & Writing Curriculum Course/ ERWC Novels (Commerce Printing)

ERWC 12 - ERWC Into the Wild (Anchor Books)

ERWC 12 - ERWC Hamlet (Simon & Schuster)

ERWC 12 - ERWC 1984 (Signet Classic)

ERWC 12 - ERWC Brave New World (Harper Perennial)

ERWC 12 - ERWC The tragedy of Othello (Simon & Schuster)

ERWC 12 - ERWC The Curious Incident of the Dog in the Night-Time (Vintage Contemporaries)

ERWC 12 - ERWC Hawkeye, Vol. 1: My Life as a Weapon (Marvel Worldwide Inc.)

ERWC 12 - ERWC First They Killed My Father - ELD (Harper Perennial)

ERWC 12 - ERWC The Immortal Life of Henrietta Lacks (Crown)

Creative Writing - Writing Fiction in High School (CreateSpace Independent Publishing Platform)

Critical Sci. Fi. & the Future - The Machine Stops/Digital (Wildside Press LLC)

Critical Sci. Fi. & the Future - City of Endless Night/Digital (Chasma Press)

Critical Sci. Fi. & the Future - The Last Enemy/Digital (CreateSpace Independent Publishing Platform)

Critical Sci. Fi. & the Future - Starship Troopers/Digital (Ace Books)

Critical Sci. Fi. & the Future - Make Room!, Make Room (Orb Book)

Critical Sci. Fi. & the Future - The Moon is a Harsh Mistress/Digital (n/a)

Critical Sci. Fi. & the Future - Jurassic Park/Digital (Ballantine Books)

Critical Sci. Fi. & the Future - Veniss Underground (Pan Books)

Critical Sci. Fi. & the Future - Dune/Digital (Ace Books)

Critical Sci. Fi. & the Future - Neuromancer/Digital (Ace Books)

Critical Sci. Fi. & the Future - Scarlet Plague/Digital (Independently Published)

Critical Sci. Fi. & the Future - Night Fall and Other Stories/Digital (Del Rey)

AP Research - How to Do Your Research Project: A Guide for Students 4e (Sage Published)

AP Research - Practical Research: Planning and Design 11e (Pearson)

AP Seminar - Uncharted Territory 2nd/Supplemental Resources (W.W. Norton & Company)

Academic English I - READ180 RealBook Stage B (Houghton Mifflin Harcourt)

Academic English II - READ180 RealBook Stage B (Houghton Mifflin Harcourt)

English Intensive MS - READ180 RealBook Stage B (Houghton Mifflin Harcourt)

Academic English Elective -

Academic English Elective - English 3D: Issues Course B - Volume 1 (Houghton Mifflin Harcourt)

Academic English Elective - English 3D: Issues Course B - Volume 2 (Houghton Mifflin Harcourt)

Academic English Elective - English 3D Language & Writing Portfolio Course B Volume 1, consumable (Houghton Mifflin Harcourt)

Academic English Elective - English 3D Language & Writing Portfolio Course B Volume 2, consumable (Houghton Mifflin Harcourt)

Academic Language Development - English 3D: Issues Course B - Volume 1 (Houghton Mifflin Harcourt)

Academic Language Development - English 3D: Issues Course B - Volume 2 (Houghton Mifflin Harcourt)

Academic English Elective - English 3D: Issues Course C (Houghton Mifflin Harcourt)

Academic English Elective - English 3D Language & Writing Portfolio Course C, consumable (Houghton Mifflin Harcourt)

<b>Mathematics</b>	<p>Advanced Algebra with Financial Application Essentials - Financial Algebra: Advanced Algebra with Financial Applications/South-Western (Cengage Learning)</p> <p>Algebra 1 Support - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra 1A - Algebra 1 California Common Core (Pearson)</p> <p>Algebra 1a Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra 1B - Algebra 1 California Common Core (Pearson)</p> <p>Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>Algebra II/Trigonometry - Algebra 2 California Common Core (Pearson)</p> <p>AP Calculus AB Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)</p> <p>AP Calculus BC Adopted from: The College Board Advanced Placement Program - Calculus (Houghton Mifflin)</p> <p>AP Statistics - The Practice of Statistics 5th (Freeman)</p> <p>Basic Math 2-Algebra 1b Essentials - Algebra 1 Student Edition + Digital Courseware + MathXL (Pearson)</p> <p>College Algebra - College Algebra (9th/e) (Pearson)</p> <p>Consumer Math - Mathematics of Money with Algebra (Glencoe/McGraw Hill)</p> <p>Geometry - Geometry California Common Core (Pearson)</p> <p>Geometry Essentials - Geometry California Common Core (Pearson)</p> <p>Math-5 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math-6 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math-7 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math-8 - enVisionmath2.0 Math 2016 Common Core Student Edition (Set) Volume 1, Volume 2 (Pearson)</p> <p>Math Analysis - Precalculus (Houghton Mifflin)</p> <p>Math Analysis Honors - PRECALCULUS: with Limits Third Edition</p> <p>Mathematical Thinking - Algebra 1 (Pearson/Savvas)</p>	Yes	0
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	<p>MSJC Elementary Algebra DE - Introductory Algebra (Hawkes Learning)</p> <p>MSJC Intermediate Algebra DR - Intermediate Algebra (Pearson)</p> <p>Pre Alg Strategies-CMI Edmentum (Online)</p> <p>Pre Calculus DE - Precalculus, 7th (Cengage)</p> <p>Statistics - Statistics Through Application (W.H. Freeman &amp; Co.)</p> <p>Technology Math - Elementary Technical Mathematics 10th (Brooks Cole Publishing)</p> <p>Trigonometry - PreCalculus (Houghton Mifflin)</p>		
<b>Science</b>	<p>Advanced Biology - Biology (McDougal Littell)</p> <p>Anatomy and Physiology - Human Anatomy and Physiology (Pearson)</p> <p>Anatomy and Physiology in Veterinary Science - Introduction to Veterinary Science (Delmar Learning)</p> <p>AP Biology Adopted from: The College Board Advanced Placement Program - Biology (10th AP Ed) (Pearson)</p> <p>AP Chemistry Adopted from: The College Board Advanced Placement Program - Chemistry (9th AP Ed) Cengage Learning</p> <p>AP Environmental Science Adopted from: The College Board Advanced Placement Program - Environmental Science: a Global Concern (McGraw Hill)</p> <p>AP Physics Part 1 - Physics for Scientists &amp; Engineers w/Modern Physics (Pearson)</p> <p>AP Physics Part 2 - Physics for Scientists &amp; Engineers w/Modern Physics (Pearson)</p> <p>Basic Earth Science - Earth Science (Holt)</p> <p>Basic Life Science - Biology (McDougal Littell)</p> <p>Basic Physical Science - Physical Science (Prentice Hall)</p> <p>Biology - Biology (MCDUGAL LITTEL)</p> <p>Biosustainability - Online Resources Only</p> <p>Chemistry - World of Chemistry (McDougal Littell)</p> <p>Earth Science - Modern Earth Science (Holt Reinheart)</p>	Yes	0

	<p>Environ. Science - Environmental Science or Environmental Science with Online Resouces (Holt)</p> <p>Forensic Science - The Introduction to Forensic Science and Criminalists (McGraw Hill)</p> <p>Geography-Climate and Weather DE - Meteorology Today: An Introduction to Weather and the Environment (Brooks Cole)</p> <p>Health - Glencoe Health</p> <p>Human Body Systems - CK12 Biology (CK12)</p> <p>Life Science - Life Science (Glencoe)</p> <p>Marine Biology - Marine Biology (McGraw Hill)</p> <p>Medical Interventions - None</p> <p>MSJC Basic Elec. &amp; Modern Physics - College Physics (Cengage)</p> <p>MSJC Basic Physics: Energy in Motio - College Physics (Cengage)</p> <p>Physical Science - Physical Science (Prentice Hall)</p> <p>Physics - Holt Physics (Houghton Miffline Harcourt)</p> <p>Physics Honors -n Holt Physics (Houghton Miffline Harcourt)</p> <p>PLTW Biomedical Innovation</p> <p>PLTW Civil Engin. &amp; Archit</p> <p>PLTW Prin. of Biomedical</p> <p>Science-5 - California Science 5 (Houghton Mifflin)</p> <p>Science-6 - Earth Science (Holt)</p> <p>Science-7 - Life Science (Holt)</p> <p>Science-8 - Physical Science (Holt)</p>		
<p><b>History-Social Science</b></p>	<p>American Government/Civics - Magruder's American Government (Pearson/Savvas)</p> <p>AP Economics - Economics 20th Ed (McGraw Hill)</p> <p>AP European History Adopted from: The College Board Advanced Placement Program - Western Heritage Since 1300 11th Ed. (Pearson)</p> <p>AP Government - Government in America 16th Ed. (Pearson)</p> <p>AP Human Geography - Human Geography for the AP Course (Bedford, Freeman &amp; Worth)</p>	<p>Yes</p>	<p>0</p>

AP Psychology - Myers' Psychology for AP (Worth Publishers)

AP US Hist/Geo - American Pageant 16th Ed (Cengage)

AP World History - Earth and its Peoples 6th Ed. (Cengage)

Basic Am Govt

Basic Economics - Economics (Pearson)

Basic US History - The Americans (McDougal Littell)

Basic World History - World History Modern Times (Glencoe)

CA Civil Procedures - Dual Enrollment MSJC - Fundamentals of California Litigation for Paralegals (Wolters Klawer)

Criminal Law-Admin Just 101 DE - California Criminal Law Concepts 13th Ed (Pearson)

Criminology - Criminal Justice (Scholastic Book Service)

Cultural Geography DE - Encounter Human Geography: Interactive Explorations (Prentice Hall)

Economics - Economics Principles in Action (Pearson/Savvas)

Foundations of the Legal Sys DE - Introduction to Paralegal Studies 4th Ed (Aspen)

Geography of California-Dual Enrollment MSJC - Rediscovering the Golden State of California (Wiley)

Geography of California DE - Rediscovering the Golden State of California (Wiley)

Government - Magruder's American Government (Pearson/Savvas)

History West - None

Immigration Law DE - U.S.Immigrations Made Easy (Nolo)

Intro To Psych - Introduction to Psychology (ITP)

Law Office Management DE - Law Office Management for Paralegals, 2nd Ed (Aspen)

Political Science 101 - Living Democracy (Pearson)

Political Science DE - Living Democracy (Pearson)

Research and Writing for Legal Assistants - Dual Enrollment MSJC - Legal Research and Writing Handbook: A Basic Approach for Paralegals (Aspen)

Social Studies-5 - United States History: Early Years (Houghton Mifflin)

	<p>Social Studies-6 - World History: Ancient Civilizations (Holt)</p> <p>Sociology - Sociology-The Study of Human Relationships 5th Ed (Holt, Rinhart &amp; Winston)</p> <p>U S History - US History Interactive: Reconstruction to the Present (Pearson/Savvas)</p> <p>US His 8 - United States History: Independence to 1914 (Holt)</p> <p>US History - to 1877 DE None</p> <p>US History 1877 to Present DE - The American People: Creating a Nation and a Society: vol. II (Longman)</p> <p>World Geography - Geography Alive!: Regions &amp; People</p> <p>World His 7 - Medieval to Early Modern Times (Holt)</p> <p>World History - World History Interactive: The Modern Era (Pearson/Savvas)</p> <p>Youth and Law - Street Law 5th (West Publishing)</p>		
<p><b>Foreign Language</b></p>	<p>American Sign Language I - Learning American Sign Language (Prentice Hall Inc.)</p> <p>American Sign Language II - Learning American Sign Language For Hearing People Only (Not Provided)</p> <p>American Sign Language III Honors - Signing Naturally (Dawn Sign Press)</p> <p>American Sign Language IV Honors - Signing Naturally Levels 2 and 3 (Dawn Sign Press)</p> <p>AP Spanish IV - Tema (Vista Higher Learning)</p> <p>AP Spanish V Lit - Abriendo puertas: Tomo I (McDougal Littel)</p> <p>Chinese I (Mandarin) - Huanying Volume 1 (Cheng &amp; Tsui Company)</p> <p>Chinese II - Integrated Chinese Level 1 Part 1 &amp; 2 (Cheng &amp; Tsui Company)</p> <p>French I - T'ES BRANCHE 2E 1 TEXT SE (T'es Branche)</p> <p>French II - T'ES BRANCHE 2E 2 TEXT SE (T'es Branche)</p> <p>French III Honors - T'ES BRANCHE 2E 3 TEXT SE (T'es Branche)</p> <p>German I - Auf Deutsch! 1 (McDougal Littel)</p> <p>German II - Auf Deutsch! 1 (McDougal Littel)</p> <p>German II - Auf Deutsch! 2 (McDougal Littel)</p>	<p>Yes</p>	<p>0</p>

	<p>German III Honors - Auf Deutsch! 3 (McDougal Littel)</p> <p>Intro to Spanish - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish I A - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish I B - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish III Hon - Descubre Level 3 (Vista Higher Learning)</p> <p>Spanish Language Essentials - Descubre Level 1 (Vista Higher Learning)</p> <p>Spanish SS I - Imagina 3e</p> <p>Spanish SS II - Revista 4e</p>		
<b>Health</b>	Glencoe, Health	Yes	0
<b>Visual and Performing Arts</b>	<p>Adv Dance: Theory &amp; Pract - Anatomy of Movement (Churchill Liningston)</p> <p>AP Art History - Art History (Pearson)</p> <p>Art - Humor in Art (Davis Publishing)</p> <p>Ceramics I - Experience Clay (Davis Publishing)</p> <p>Ceramics II - Experience Clay (Davis Publishing)</p> <p>Cinema Studies - Understanding Movies 11th Ed(Prentice Hall)</p> <p>Dance Choreog &amp; Production H - Dance Masters (Routledge)</p> <p>Drama I - Creative Communication 5th Edition (None Provided)</p> <p>Drama II - A Practical Handbook for the Actor (1986) (Vintage Books/Random House)</p> <p>Floral Design - The Principles of Floral Design (Goodheart)</p> <p>General Music - Music and You (MacMillan)</p> <p>Piano Keyboard - Piano for Adults: A Beginner Course: Lessons - Theory - Technic - Sight Reading (Kjos Music Press)</p>	Yes	
Note: Cells with N/A values do not require data.			

## 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.

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 four evening custodians are assigned to California Military Institute. The custodians are 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:

The California Military Institute campus has had a number of facilities improvement projects. Electrical, plumbing and HVAC upgrade projects are ongoing on this campus through routine repair and maintenance. During this reporting period there have been many upgrade and improvement projects completed on this campus. These include carpeting, painting, HVAC Replacements, asphalt replacements along with the complete renovation of a classroom to create a computer gaming room for this campus.

Ongoing maintenance of campus facilities, such as: concrete and asphalt repair, maintenance painting, 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 11/25/24 No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2023-24, 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**

11/25/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			T BUILDING: AC unit in T3 is not working
<b>Interior:</b> Interior Surfaces		X		D BUILDING: Broken door closer E BUILDING: Drinking Fountain not working
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:

## School Facility Conditions and Planned Improvements

<b>Electrical</b>		X		KITCHEN: Open electrical box R BUILDING: BURNED OUT LIGHT BULBS FOUND DURNNG INSPECTION
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			GYMNASIUM: Restroom was not stocked and appeared dirty
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			D BUILDING: Broken door closer
<b>External:</b> 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).

#### College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	40	34	39	40	46	47
<b>Mathematics</b> (grades 3-8 and 11)	11	12	12	13	34	35

## 2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	607	606	99.84	0.16	33.99
<b>Female</b>	314	313	99.68	0.32	35.46
<b>Male</b>	293	293	100.00	0.00	32.42
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	20	20	100.00	0.00	40.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	551	550	99.82	0.18	32.91
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	30.77
<b>White</b>	14	14	100.00	0.00	57.14
<b>English Learners</b>	71	71	100.00	0.00	2.82
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	28	28	100.00	0.00	25.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	536	535	99.81	0.19	33.27
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	24	100.00	0.00	29.17

## 2023-24 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	607	606	99.84	0.16	11.55
<b>Female</b>	314	313	99.68	0.32	9.27
<b>Male</b>	293	293	100.00	0.00	13.99
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	20	20	100.00	0.00	10.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	551	550	99.82	0.18	11.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	0.00
<b>White</b>	14	14	100.00	0.00	21.43
<b>English Learners</b>	71	71	100.00	0.00	1.41
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	28	28	100.00	0.00	14.29
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	536	535	99.81	0.19	10.47
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	24	100.00	0.00	8.33

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	14.25	10.82	18.67	18.05	30.29	30.73

## 2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	463	462	99.78	0.22	10.82
<b>Female</b>	224	223	99.55	0.45	9.42
<b>Male</b>	239	239	100.00	0.00	12.13
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	13	13	100.00	0.00	15.38
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	423	422	99.76	0.24	9.24
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	36.36
<b>White</b>	12	12	100.00	0.00	33.33
<b>English Learners</b>	46	46	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	23	23	100.00	0.00	4.35
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	415	414	99.76	0.24	10.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	17	100.00	0.00	5.88

## 2023-24 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.

PHS  
Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Perris High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Perris High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Career Technical Education
- Workability
- Career Pathways

Individual student assessment of work readiness skills takes place through:

- End of course exams

## 2023-24 Career Technical Education Programs

- Completion of course-required projects
- Classroom observation projects
- Career Assessment Inventories

During the 2023-24 school year Perris High School offered the following Career Technical Education programs as elective courses:

- Agriculture Science
- Digital TV/Video
- Computer Information Technology
- Culinary Arts Level I and II
- Auto Mechanics Level I and II
- Medical Assisting

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	38
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 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.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	97	97	97	97
Grade 7	97	97	97	97	97
Grade 9	97	97	97	97	97

## 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.

#### 2024-25 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, social media pages, letters home, Peach-jar, parent conferences, progress reports, the school marquee, school website, Parent Square (automated telephone messaging system), and emails to parents. 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 Infinite Campus Parent Portal and teacher websites such as Canvas and Google Classroom. CMI parents take full advantage of becoming involved in school related activities and events. The act of giving back to the community is rampant with the parents and guardians of CMI students.

##### Opportunities to Volunteer:

- ELAC
- School Site Council
- African American Parent Advisory Committee
- Military Advisory Council
- Chaperone
- Classroom Helper
- Office Helper
- Supervising Extra Curricular Events
- Planning of Major Events
- Picture Day
- Military Drill Program
- Marksmanship Program
- School Sports
- AVID

## 2024-25 Opportunities for Parental Involvement

PELI (Parent Engagement and Leadership Initiative)  
ELAC (English Language Advisory Counsel)  
PBIS (Positive Behavioral Interventions and Supports)  
LCAP Committees  
Military Advisory Council  
School Activities  
Back to School Night  
Open House  
Coffee With the Principal  
Parent Orientation Night  
High School Athletics  
Drill Competition  
Color Guard Competition  
Parades  
Awards Ceremonies  
Middle School Athletics  
Graduation  
School Site Council

## 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	0.0	0.0	0.0	5.2	6.2	4.2	7.8	8.2	8.9
<b>Graduation Rate</b>	100.0	100.0	99.1	91.9	91.9	94.4	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	115	114	99.1
<b>Female</b>	49	48	98.0
<b>Male</b>	66	66	100.0
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	107	107	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	20	20	100.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	12	12	100.0
<b>Socioeconomically Disadvantaged</b>	110	109	99.1
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1070	1061	170	16.0
Female	538	534	100	18.7
Male	532	527	70	13.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	34	34	4	11.8
Filipino	--	--	--	--
Hispanic or Latino	968	962	153	15.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	5	26.3
White	36	34	6	17.6
English Learners	173	172	25	14.5
Foster Youth	--	--	--	--
Homeless	52	52	6	11.5
Socioeconomically Disadvantaged	950	943	152	16.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	39	39	8	20.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	5.99	4.72	1.31	7.25	6.31	3.27	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.14	0.06	0.00	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.31	0.00
Female	1.12	0.00
Male	1.50	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.94	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.26	0.00
White	2.78	0.00
English Learners	1.73	0.00
Foster Youth	0.00	0.00
Homeless	1.92	0.00
Socioeconomically Disadvantaged	1.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.56	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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 2024. CMI has also installed several more security cameras around the campus thus providing more visibility in areas of the campus that were not covered. In addition to the installation of the new cameras we have also repaved many of the highly traveled areas of the school to eliminate tripping hazards.

## 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.

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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
5	23	4	11	
6	23	3	21	1
Other	21	1	3	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
5	23	3	9	
6	23	5	16	
Other	22	5	5	1

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
5	23	4		
6	24	6	18	
Other	23	1	2	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	27	8	15	13
Mathematics	28	9	10	14
Science	27	8	9	13
Social Science	28	7	8	11

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	28	9	14	12
Mathematics	29	6	11	13
Science	27	11	7	11
Social Science	30	2	11	11

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25	14	20	6
Mathematics	26	9	17	10
Science	28	7	14	9
Social Science	28	2	18	7

## 2023-24 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	348

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	17773	1925	15848	94837
District	N/A	N/A	12123	\$118,211
Percent Difference - School Site and District	N/A	N/A	26.6	-21.9
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	38.1	-10.4

## Fiscal Year 2023-24 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

## Fiscal Year 2023-24 Types of Services Funded

CMI is funded through ADA (Average Daily Attendance) and, in addition, receives categorical funds in the form of a block grants. CMI provides a comprehensive course of study with an emphasis on college/university preparation. Through our general fund money, we support an active extra-curricular program which includes tutoring, athletics, clubs, military drill, and marksmanship. CMI is a Golden Ribbon school.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$72,920	\$62,635
<b>Mid-Range Teacher Salary</b>	\$110,866	\$101,698
<b>Highest Teacher Salary</b>	\$139,692	\$128,982
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$179,355	\$162,013
<b>Average Principal Salary (High)</b>	\$182,346	\$182,697
<b>Superintendent Salary</b>	\$310,426	\$298,748
<b>Percent of Budget for Teacher Salaries</b>	30%	30%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2023-24 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	15.2
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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	1
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	1
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	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 2022-2023 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.
- AP By the Sea training
- Solution Tree RTI Training
- Teacher Clarity
- Standards-based Grading practices
- English Language Development (designated and integrated)
- District-wide two day professional development training on various topics such as: Instruction, RTI, Special Education, Social Emotional Learning

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 sessions 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. CMI teachers are encouraged to research off-site professional development opportunities. Due to budget restraints district-wide very few staff members are allowed to travel outside the state or attend overnight conferences. It is our hope and expectations that in the upcoming school years these restrictions will be lifted. CMI has also created a guided coalition's team that coupled with Solution tree has created a robust in-house professional development program. Teachers meet every Wednesday to collaborate with content team members or by departments. The Principal has also granted departments with release time so that they may collaborate and develop common core curriculum to be taught in their respected classrooms.

## Professional Development

### 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.

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	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	15