

Stanislaus Military Academy at Teel

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

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.

2022-23 School Contact Information

School Name	Stanislaus Military Academy at Teel
Street	5255 1st Street
City, State, Zip	Empire, CA 95357
Phone Number	(209) 238-6603
Principal	Daniel Vannest
Email Address	dvannest@stancoe.org
School Website	https://www.stancoe.org/division/stanislaus-military-academy-teel
County-District-School (CDS) Code	50105045030085

2022-23 District Contact Information

District Name	Stanislaus County Office of Education
Phone Number	(209) 238-1700
Superintendent	Scott Kuykendall
Email Address	skuykendall@stancoe.org
District Website Address	www.stancoe.org

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Stanislaus Military Academy's Vision and Mission Statements

Stanislaus Military Academy recognizes that each student is an individual, that all students are creative, and that all students have a right to succeed. We will focus on the development of academic, social, and character skills to optimize each student's potential. We are committed to providing a quality education that will prepare students for a college and career-ready environment.

School Profile

Stanislaus Military Academy provides an innovative high school education in a military-style environment that strives to provide a wide array of educational options for the students and families it serves.

Stanislaus Military Academy (S.M.A.), offers daily school for high school-aged students. The program offers its students a variety of character-building programs, and its students participate in a number of community service projects. All "cadets" in the academy learn and strive to live by five core values: Commitment, Courage, Discipline, Honor, and Respect. They seek to apply these values to all aspects of their life—both in and outside of the school day.

Students who need or desire Independent Study have that opportunity at both S.M.A., as well as the Stanislaus Culinary Arts Institute(Oakdale Site). Those students can choose traditional IS or a modified IS option. In the traditional IS option, students attend at least one hour per week but may come as often as needed. In a modified option students come in daily, if desired, and participate in a variety of hands-on activities offered by instructors at the site.

Class sizes at Stanislaus Military Academy are generally smaller, allowing for more teacher and student interaction. Both a credentialed teacher as well as a Drill Instructor staffs each classroom, and it is not uncommon to have a resource specialist in the classroom providing support to special needs students as well. In addition to academic supports, S.M.A. students are provided additional resources to help them achieve success in a variety of ways. Students have virtually unlimited access to an academic counselor, school psychiatrist, drug and alcohol counselor, a career navigator and a student support advocate.

The site itself is a closed campus that has but one entrance and exit located at the front of the school. All other access point

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points remain locked throughout the school day. Student safety and security is paramount as Stanislaus Military teachers and staff serve the S.M.A. students and their families.

In addition to these programs, we have developed the Character Training lectures for Stanislaus Military Academy. These lectures provide additional character training, counseling, and behavior management and control techniques as an aid to assist those students who struggle most in the classroom. We also assist families with parenting by offering classes and have multiple liaisons that facilitate the provision of other county and non-county sponsored support and services.

Student success is the focus of the staff at Stanislaus Military Academy. With the wide array of educational services that we provide, students and their families are likely to find a program designed to meet their unique needs. Our teachers and staff are always dedicated to serving our students and their families.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	4
Grade 7	7
Grade 8	20
Grade 9	9
Grade 10	18
Grade 11	24
Grade 12	23
Total Enrollment	105

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	34.3
Male	65.7
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	5.7
Filipino	1.0
Hispanic or Latino	72.4
Native Hawaiian or Pacific Islander	1.9
Two or More Races	0.0
White	15.2
English Learners	26.7
Foster Youth	0.0
Homeless	3.8
Migrant	0.0
Socioeconomically Disadvantaged	85.7
Students with Disabilities	3.8

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	16.17	84.70	44.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	2.13	4.20	2.26	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.60	5.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.60	70.96	62.80	33.12	12115.80	4.41
Unknown	1.00	10.64	28.00	14.80	18854.30	6.86
Total Teaching Positions	9.40	100.00	189.50	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.90	24.16	89.60	50.47	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	12.52	12.00	6.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.70	1.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.00	63.33	54.50	30.69	11953.10	4.28
Unknown	0.00	0.00	18.70	10.54	15831.90	5.67
Total Teaching Positions	7.90	100.00	177.50	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	6.60	5.00
Total Out-of-Field Teachers	6.60	5.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	22.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

SMA is a Blended Learning Community (BLCs) that provides engaging, online curriculum to our students. It offers innovative learning solutions to our school, including the ability to introduce new courses, fix scheduling conflicts, and provide opportunities for students to make up credits. Direct instruction is provided in addition to the virtual course. Students receive regular instruction from their teacher and the drill instructors assist with classroom management.

Chrome books are ordered initially based on enrollment counts of students and extras are ordered throughout the life of the adoptions due to enrollment surges and/or Chrome book loss especially through our Independent Study program option.

Every student has access to a Chrome book and materials of their own.

Year and month in which the data were collected

9/17/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	11245 CA Eng 09 A California English 09 A 112450 CA Eng 09 B California English 09 B 11246 CA Eng 10 A California English 10 A 112460 CA Eng 10 B California English 10 B 11247 CA ENG 11 A California English 11 A 112470 CA ENG 11 B California English 11 B 11248 CA Eng 12 A California English 12 A 112480 CA Eng 12 B California English 12 B	Yes	0
Mathematics	11222 CA Alg I A California Algebra I A 112220 CA Alg 1 B California Algebra I B 11225 CA Geometry A California Geometry A 112250 CA Geometry B California Geometry B	Yes	0
Science	11270 Biology A Biology A 112700 Biology B Biology B 11271 Bio Virt labA Biology with Virtual Labs A 112710 Bio Virt labB Biology with Virtual Labs B 11274 HS EarthSpaceSc High School Earth and Space Science A 112740 HS EarthSpaceSc High School Earth and Space Science B	Yes	0
History-Social Science	11256 Econ Economics 11257 US Gov US Government 11259 US Hist A US History A 112590 US Hist B US History B 11260 Wrld Hist A World History A 112600 Wrld Hist B World History B	Yes	0
Foreign Language	11391 French 1 A French 1 A 113910 French 1 B French 1 B 11392 French 2 A French 2 A 113920 French 2 B French 2 B 11393 German 1 A German 1 A 113930 German 1 B German 1 B 11394 German 2 A German 2 A 113940 German 2 B German 2 B 11395 Spanish 1 A Spanish 1 A 113950 Spanish 1 B Spanish 1 B 11396 Spanish 2 A Spanish 2 A 113960 Spanish 2 B Spanish 2 B 11397 Spanish 3 A Spanish 3 A 113970 Spanish 3 B Spanish 3 B	Yes	0
Health	11308 CA HealthSc1A California Health Science 1 A 113080 CA HealthSc1B California Health Science 1 B 11309 CA HealthSc2A California Health Science 2 A 113090 CA HealthSc2B California Health Science 2 B CA PrinHSci A CA Principles of Health Science A	Yes	0

	CA PrinHSci B CA Principles of Health Science B		
Visual and Performing Arts	11290 CA Acct A California Accounting A 112900 CA Acct B California Accounting B 11291 CA AppMedTer A California Applied Medical Terminology A 112910 CA AppMedTer B California Applied Medical Terminology B 11292 CA AudVidPro1A California Audio Video Production 1 A 112920 CA AudVidPro1B California Audio Video Production 1 B 11293 CA AudVidPro2A California Audio Video Production 2 A 112930 CA AudVidPro2B California Audio Video Production 2 B 11294 CA AudVidPro3A California Audio Video Production 3 A 112940 CA AudVidPro3B California Audio Video Production 3 B 11295 CA Bus InfMgt A California Business Information Management A 112950 CA Bus InfMgtB California Business Information Management B 11296 CA Careeer Expl California Career Explorations 11297 CA Child Devlpt California Child Development 11298 CA CompProg1A California Computer Programming 1 A 112980 CA CompProg1B California Computer Programming 1 B 11299 CA CompColl A California Computing for College and Career A 112990 CA CompColl B California Computing for College and Career B 11300 CA CulArt A California Culinary Arts A 113000 CA CulArt B California Culinary Arts B 11301 CA DigMedia A California Digital and Interactive Media A 113010 CA DigMedia B California Digital and Interactive Media B 11302 CA DraftDes A California Drafting and Design A 113020 CA DraftDes B California Drafting and Design B 11303 CA PrinHSrv A CA Principles of Human Services A 113030 CA PrinHSrv B CA Principles of Human Services B 11304 CA ElectComSkil California Electronic Communication Skills 11305 CA Entrepres A California Entrepreneurship A 113050 CA Entrepres B California Entrepreneurship B 11306 CA EssenCarSkil California Essential Career Skills 11307 CA GraphDes A California Graphic Design and Illustration A 11CA IntroFinance California Introduction to Finance CA MktgAdverSls California Marketing, Advertising, and Sales CA PrinAgr A CA Principles of Agriculture, Food, and Natural Resources A CA PrinAgr B CA Principles of Agriculture, Food, and Natural Resources B CA PrinArch A CA Principles of Architecture and Construction A	Yes	0

CA PrinArch B CA Principles of Architecture and Construction B
 CA PrinArts A CA Principles of Arts, A/V Technology, and Communication A
 CA PrinArts B CA Principles of Arts, A/V Technology, and Communication B
 CA PrinBuss A CA Principles of Business, Marketing, and Finance A
 CA PrinBuss B CA Principles of Business, Marketing, and Finance B
 CA PrinEdu A CA Principles of Education and Training A
 CA PrinEdu B CA Principles of Education and Training B
 CA PrinEngr A CA Principles of Engineering and Technology A
 CA PrinEngr B CA Principles of Engineering and Technology B
 CA PrinGovt A CA Principles of Government and Public Administration A
 CA PrinGovt B CA Principles of Government and Public Administration B
 3070 CA GraphDes B California Graphic Design and Illustration B
 CA PrinHosp A CA Principles of Hospitality and Tourism A
 CA PrinHosp B CA Principles of Hospitality and Tourism B
 CA PrincIT A CA Principles of Information Technology A
 CA PrincIT B CA Principles of Information Technology B
 CA PrinLaw A CA Principles of Law, Public Safety, Corrections, and Security A
 CA PrinLaw B CA Principles of Law, Public Safety, Corrections, and Security B
 CA PrinMfg A CA Principles of Manufacturing A
 CA PrinMfg B CA Principles of Manufacturing B
 CA PrinTran A CA Principles of Transportation, Distribution, and Logistics A
 CA PrinTran B CA Principles of Transportation, Distribution, and Logistics B
 CA ProComms CA Professional Communications
 CA ProPhoto A CA Professional Photography A
 CA ProPhoto B CA Professional Photography B
 CA SptEntmtMktg CA Sports and Entertainment Marketing
 CA WebTech A CA Web Technology A
 CA WebTech B CA Web Technology B
 CA CNA A CA Certified Nurse Aide A
 CA CNA B CA Certified Nurse Aide B
 CompTI A+1001 CompTIA A+ 220-1001
 CompTIA A+ 1002 CompTIA A+ 220-1002
 CompTIA A+ 901 CompTIA A+ 220-901
 CompTIA A+ 902 CompTIA A+ 220-902
 Game Devt Game Development
 Intl Business International Business
 IntroAdrMobAppD Introduction to Android Mobile App Development
 IntroCrimlogy Intro to Criminology
 IntroCyberSecty Introduction to Cybersecurity
 IntroiOSMobAppD Introduction to iOS Mobile App Development
 Robotics I A Robotics I A
 Robotics I B Robotics I B
 ArtHistApprn Art History & Appreciation
 IntroFashDsgn Introduction to Fashion Design
 IntroVisualArts Introduction to Visual Arts

School Facility Conditions and Planned Improvements

Stanislaus Military Academy at Teel has 10 classrooms to serve approximately 110 students. We have adequate space for teaching, and have facilities such as a gym and cafeteria. The perimeter is fenced to provide additional security for students. The appearance and cleanliness of the school has been enhanced by students taking responsibility for their school environment.

Year and month of the most recent FIT report

3/22/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	All areas of deficiency have been resolved or work orders have been submitted to correct the concerns on campus.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	6	N/A	33	N/A	47
Mathematics (grades 3-8 and 11)	N/A	4	N/A	24	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	108	82	75.93	24.07	6.25
Female	34	24	70.59	29.41	12.50
Male	74	58	78.38	21.62	3.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	70	53	75.71	24.29	7.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	18	78.26	21.74	5.56
English Learners	19	15	78.95	21.05	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	86	64	74.42	25.58	4.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	13	100.00	0.00	0.00

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	110	83	75.45	24.55	3.61
Female	34	24	70.59	29.41	4.17
Male	76	59	77.63	22.37	3.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	71	54	76.06	23.94	1.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	18	78.26	21.74	11.11
English Learners	19	15	78.95	21.05	6.67
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	86	65	75.58	24.42	1.54
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	13	13	100.00	0.00	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	4.55	5.41	3.42	4.46	28.5	29.47

2021-22 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
All Students	52	37	71.15	28.85	5.41
Female	16	12	75	25	8.33
Male	36	25	69.44	30.56	4
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	25	71.43	28.57	0
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	26	66.67	33.33	3.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

The Stanislaus County Office of Education strives to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy.

The program includes a rigorous academic component and provides students with a strong experience and understanding of all aspects of an industry. The Stanislaus County Office of Education's CTE program focuses on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs, tech prep programs, charter schools, small learning communities, CalWORKs or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

State model curriculum standards for CTE for grades 7-12 integrate the state's academic content standards with industry-specific knowledge and skills in 58 career pathways organized into 15 industry sectors: agriculture and natural resources; arts, media, and entertainment; building trades and construction; education, child development, and family services; energy and utilities; engineering and design; fashion and interior design; finance and business; health science and medical technology; hospitality, tourism, and recreation; information technology; manufacturing and product development; marketing, sales, and service; public services; and transportation. The state's curriculum framework for CTE provides guidance in implementing the state content standards and provides guidance for implementing assessment standards.

Programs offered

Culinary Arts I and II
Greenhouse Management
Construction Trades I and II
Welding I and II

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	7
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	77.03
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	100.0	92.3	100.0	100.0	100.0

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.

2022-23 Opportunities for Parental Involvement

Stanislaus Military Academy recognizes that a vital aspect of increasing academic achievement and lowering instances of absenteeism and unwanted behavior is parent involvement with their children. When new students come into the school, we meet with the student and their parent to ascertain what type of assistance is needed. A team is then built between the parent, the student, and the school to assist and guide the child toward accomplishing these goals. Parents are invited to be part of the School Site Council, which is comprised of the principal, teachers, support staff, parents, community members, and students. The council sets goals and objectives for the school and the means by which those goals and objectives will be met.

Stanislaus Military Academy has an open-door policy and notifies parents of attendance issues, student academic progress, disciplinary actions taken, and any other concerns as needed. We know that students perform better knowing that their parent is actively participating in their education and therefore seek to involve the parent in every way possible. We encourage all parents to be active participants in their child's academic and social life.

Stanislaus Military Academy has a full-time Student Support Advocate from the district office that has an open-door policy for students and their parents as well. She assists the school in reaching out to the community and even with engaging reluctant parents. S.M.A. staffs a full time mental health counselor and a full time academic guidance counselor available for students and their family members. A Deputy is also assigned to S.M.A. to assist students, parents, and staff by answering questions and connecting the school with other potential resources.

Contact Person Name: Claudia Ruiz

Contact Person Phone Number: 209-238-6604

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		62.1	43.2		58.3	44.3		8.9	7.8
Graduation Rate		34.5	35.1		17.5	30.7		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	37	13	35.1
Female	11	5	45.5
Male	26	8	30.8
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	26	9	34.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	34	12	35.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	206	190	95	50.0
Female	63	59	29	49.2
Male	143	131	66	50.4
American Indian or Alaska Native	2	2	1	50.0
Asian	1	1	0	0.0
Black or African American	9	9	4	44.4
Filipino	1	1	1	100.0
Hispanic or Latino	145	136	71	52.2
Native Hawaiian or Pacific Islander	4	2	2	100.0
Two or More Races	1	1	1	100.0
White	35	31	10	32.3
English Learners	39	36	18	50.0
Foster Youth	1	0	0	0.0
Homeless	9	8	3	37.5
Socioeconomically Disadvantaged	170	157	82	52.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	15	15	6	40.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.64	1.95	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.06	4.85	0.28	2.38	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.85	0.00
Female	0.00	0.00
Male	6.99	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	5.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.86	0.00
English Learners	10.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.67	0.00

2022-23 School Safety Plan

Mission

The Stanislaus County Office of Education, through effective leadership, coordinated services, staff development, and partnerships among family, school and community, will support public education in preparing diverse students to become productive citizens and life-long learners.

This Comprehensive School Safety Plan was developed collaboratively with all SCOE schools and adopted by the Stanislaus County Board of Education on April 13, 2021

Operating Principles

- 1) Ethical behavior is key to our success: We will behave with integrity, honesty, humility and courage.
- 2) Customers are part of our team: Customers include families, school district personnel, community partners, and SCOE employees. We will maintain an environment in which to share ideas and work cooperatively. We will listen to our customers' needs as we collaboratively develop services and solutions.
- 3) Quality is essential: Quality is determined by the customer who uses the programs and services, and we consider everyone with whom we interact a customer. We will continually improve our programs and services by determining customer needs and responding to customer feedback and suggestions.
- 4) Decisions are made at the most appropriate organizational level: Management will determine the most appropriate level for the resolution of issues. Management's decisions will include input from employees who will be impacted by proposed changes as early in the decision-making process as possible.
- 5) Everyone plays an integral part in our organization: Everything an employee does affects our organization. We will hold ourselves accountable to accomplish what we have been hired to do. We will behave as ambassadors of SCOE and respect every person and role within the organization.
- 6) Challenges are addressed from a systems approach: When seeking to address and resolve challenges, we will focus on processes and systems using SCOE policies, protocols, and operating principles.
- 7) We manage our work by facts: To inspire trust, to seek mutual benefit, and to act in the best interest of those we serve, we will rely on data. We will gather, analyze, and act on data about SCOE's services, products, and programs.
- 8) Employees are most effective when they have as much information as possible about their work and the organization: Managers will provide employees with sufficient background knowledge to fully understand their role and to accurately represent SCOE's broader mission in the community.
- 9) Employees are acknowledged for their contributions to the organization: We will all accept and give praise to acknowledge individual accomplishments as well as celebrate shared successes.
- 10) The organization recognizes that employees must effectively manage multiple responsibilities at work, at home and in the community: The organization realizes that to be effective at work, employees must maintain a healthy balance in their duties to home, work and community. We will respect others' efforts to effectively manage multiple responsibilities. Supervisors will support employees' requests for flexibility when feasible and appropriate.

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	6	28		
Mathematics	7	19		
Science	6	17		
Social Science	6	24		1

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	4	35		
Mathematics	5	18		
Science	4	19		
Social Science	4	35		

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	4	26		
Mathematics	4	19		
Science	4	15		
Social Science	4	24		

2021-22 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	105

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	46,127.75	1,656.78	44,470.78	98,630.40
District	N/A	N/A	13,171.10	
Percent Difference - School Site and District	N/A	N/A	108.6	
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	148.3	

2021-22 Types of Services Funded

CTE
 Foster Youth
 Miri Center Counseling
 Exact Path
 Weekly Character Development
 Student Support Advocate
 Drill Instructor In Each Room
 Bus Transportation
 In School Suspension/Redirection Room
 Parent involvement activities
 Boot camp

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Stanislaus Military Academy and Stanislaus Culinary Arts Institute will continue to disaggregate data provided by the state and District on standardized testing (e.g. CELDT, SBAC, CAASPP, MAP as well as additional classroom assessment reports that

Professional Development

identify performance gaps and assist teachers in targeting and adjusting their instruction to those specific needs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC) Data from formal and informal assessments are used to monitor, construct, and guide instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA) All classroom and independent study teachers are fully credentialed. Stanislaus County Office of Education provides all credentialed teachers the opportunity to take VPSS courses at the district's expense to pursue Highly Qualified status in all subjects.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and attend professional development provided bi-weekly by highly qualified district personnel.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Stanislaus Military Academy will continue to implement professional staff development through bi-weekly district office meetings and on-site monthly meetings. The focus will be Common Core alignment, data driven lesson planning integrated with technology, and implementation of and use of the Chromebook and Florida Virtual Curriculum. Expert teachers and instructional coaches will share best practices in methodology, pedagogy, and implementation of technology.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC) In addition to bi-monthly professional development at the district level, lead teachers/coaches are available throughout Stanislaus County Office of Education. Teachers are also encouraged to pursue additional professional development as needed.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers continually collaborate during the bi-monthly professional development meetings both departmentally and by grade level.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Stanislaus Military Academy will continue with monthly staff meetings ensuring a focused approach to review student assessments that support the academic goals. We will continue to assist our teachers in professional development by encouraging them to attend conferences that facilitate Common Core standards and best teaching practices in all subject matter areas including, but not limited to, a focus on integrating technology in the classroom and the diverse applications of Chromebooks and Google applications as instructional tools.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC) John B. Allard Schools will continue to meet and exceed the recommended instructional minutes for reading/language arts and mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC) John B. Allard Schools master schedule provides for academic intervention as needed.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Stanislaus Military Academy and Stanislaus Culinary Arts Institute will continue to purchase and use approved common core curriculum and supplemental materials.

11. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school

students, access to standards-aligned core courses (EPC) Teachers will continue to collaborate and discuss best practices in the use of County approved curriculum and content, as well as the best practices for integrating this technology with SBE adopted instructional intervention materials.

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	17	19	19