

Teel at Empire (formerly John B Allard through 7/1/2023)

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Teel at Empire (formerly John B Allard through 7/1/2023)
Street	5255 1st Street
City, State, Zip	Empire, CA 95319
Phone Number	209-238-6603
Principal	Jesus Zavala
Email Address	jzavala@stancoe.org
School Website	www.stancoe.org
County-District-School (CDS) Code	50 10504 5030085

2023-24 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	https://www.stancoe.org

2023-24 School Description and Mission Statement

John B. Allard School, Ceres opened its doors on August 14, 2014, after construction was completed on August 8, 2014. Originally named Stanislaus County Institute of Learning, the school changed its name to John B. Allard School to honor former Stanislaus County Superintendent and World War II hero, John B. Allard. The name change ceremony took place on September 13, 2019. The school serves students enrolled in a middle school program that models a military school format. The site is also home to an Independent Study program. John B. Allard School is an innovative community court school that strives to provide a wide array of educational options for children and their families. Our themed academy TCA - Tactical Character Academy, offers a military-themed daily school program to middle school students. In the 2023-2024 School year, the TCA program was moved from the John B. Allard site in Ceres and was merged with the Stanislaus Military Academy, a military-themed program for High School Students, located in Empire California. John B. Allard School is now home to the Peterson Alternative Center for Education.

The TCA program is now located at the Teel at Empire school. Class sizes are generally smaller allowing for students to have more interaction with their teachers. Our goals include creating a school where students can successfully progress through a grade-appropriate common core curriculum, learn about careers, prepare for the world of work, graduate and move on into high school or post-secondary education. While the school experiences an 88% mobility factor we are concerned about each student's progress. To monitor their progress we rely on CAASPP, tests embedded within the curriculum, and individual teacher assessments.

Teel at Empire School is a school-wide Title I program. As a result, we receive additional funding, and students at this site receive free breakfasts and lunches. The additional funding allows us to provide experiences outside the school that might not be available otherwise.

2023-24 School Description and Mission Statement

We have additional support for our students and parents through the Cal-Safe grant and school-based mental health offerings. A student support and homeless advocate is available to all families.

Student success is the focus of the staff at Teel at Empire School. 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	1
Grade 8	1
Grade 9	10
Grade 10	20
Grade 11	32
Grade 12	22
Total Enrollment	86

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	18.6%
Male	81.4%
American Indian or Alaska Native	1.2%
Black or African American	2.3%
Hispanic or Latino	54.7%
Native Hawaiian or Pacific Islander	1.2%
Two or More Races	3.5%
White	34.9%
English Learners	14%
Foster Youth	1.2%
Homeless	2.3%
Socioeconomically Disadvantaged	82.6%
Students with Disabilities	17.4%

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)	3.10	23.45	84.70	44.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	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)	7.50	56.01	62.80	33.12	12115.80	4.41
Unknown	2.70	20.46	28.00	14.80	18854.30	6.86
Total Teaching Positions	13.30	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)	5.00	40.44	89.60	50.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	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)	6.60	53.51	54.50	30.69	11953.10	4.28
Unknown	0.70	6.05	18.70	10.54	15831.90	5.67
Total Teaching Positions	12.30	100.00	177.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	7.50	6.60
Total Out-of-Field Teachers	7.50	6.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Teel at Empire School provides an 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 courses. 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.

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

Teel at Empire School adopted the Edmentum Online Curriculum in the 2021-2022 school year.

Year and month in which the data were collected	08/2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	11245 California English 09 A 112450 California English 09 B 11246 California English 10 A 112460 California English 10 B 11247 California English 11 A 112470 California English 11 B 11248 California English 12 A 112480 California English 12 B 11400 English 06 A 114000 English 06 B 11401 English 07 A 114010 English 07 B 11402 English 08 A 114020 English 08 B	Yes	0
Mathematics	11224 Accelerate to California Geometry 11220 Accelerate to California Algebra I 11221 Accelerate to California Algebra II 11223 California Algebra II A 112230 California Algebra II B 112260 Geometry B 11226 Geometry A 11227 Consumer Mathematics 11228 Financial Mathematics A 112280 Financial Mathematics B 11230 Integrated Math 2 A 112300 Integrated Math 2 B 11231 Integrated Math 3 A 112310 Integrated Math 3 B 11235 Precalculus A 112350 Precalculus B 11236 Probability & Statistics 11232 Math 6 A 112320 Math 6 B 11233 Math 7 A 112330 Math 7 B	Yes	0
Science	11270 Biology with Lab A 112700 Biology with Lab B 11271 Biology with Virtual Labs A 112710 Biology with Virtual Labs B 11272 Chemistry A ** 112720 Chemistry B ** 11274 High School Earth and Space Science A with Lab 112740 High School Earth and Space Science B with Lab 11275 Integrated Physics & Chemistry A 112750 Integrated Physics & Chemistry B 11278 Physics A ** 112780 Physics B ** 11357 Environmental Science A 113570 Environmental Science B 11279 Science 6 A 112790 Science 6 B 11281 Science 7 A 112810 Science 7 B	Yes	0

	11283 Science 8 A 112830 Science 8 B		
History-Social Science	11261 World History Survey A 112610 World History Survey B 11255 Contemporary World A 112550 Contemporary World B 11260 World History A 112600 World History B 11259 US History A 112590 US History B 11257 US Government 11256 Economics 11250 CA Civics A 11262 Mid School US History A 112620 Mid School US History B 11253 World History & Ge 6 A 112530 World History & Ge 6 B 11263 Mid School World History A 112630 Mid School World History B	Yes	0
Foreign Language	11390 American Sign Language (ASL) 1 A 113900 American Sign Language (ASL) 1 B 11391 French 1 A 113910 French 1 B 11392 French 2 A 113920 French 2 B 11393 German 1 A 113930 German 1 B 11394 German 2 A 113940 German 2 B 11395 Spanish 1 A 113950 Spanish 1 B 11396 Spanish 2 A 113960 Spanish 2 B 11397 Spanish 3 A 113970 Spanish 3 B	Yes	0
Health	11354 CA Nutrition and Wellness 11403 Health and Physical Education 1A 114030 Health and Physical Education 1B 11406 Health 1	Yes	0
Visual and Performing Arts	11352 Art History & Appreciation 11372 Music Appreciation 11370 Introduction to Visual Arts 11381 Theater, Cinema & Film Production	Yes	0

School Facility Conditions and Planned Improvements

On the last facility inspection tool report, J.B. Allard school received an overall rating of 100%. This rating percentage gave John B. Allard School an overall GOOD rating.

Year and month of the most recent FIT report

January 11, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Carpet was replaced in main office building in December 2022
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			

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	4	4	33	28	47	46
Mathematics (grades 3-8 and 11)	0	0	24	19	33	34

2022-23 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	37	27	72.97	27.03	3.70
Female	--	--	--	--	--
Male	28	20	71.43	28.57	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	18	75.00	25.00	5.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	23	71.88	28.12	4.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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	38	25	65.79	34.21	0.00
Female	--	--	--	--	--
Male	29	19	65.52	34.48	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	17	70.83	29.17	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	21	65.63	34.37	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	0.00	4.46	2.22	29.47	30.29

2022-23 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	14	12	85.71	14.29	0.00
Female	--	--	--	--	--
Male	--	--	--	--	--
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	11	84.62	15.38	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	98
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	94.05
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2022-23 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 during 2021-22 and 2022-23 school years, 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	--	--	--	--	--

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.

2023-24 Opportunities for Parental Involvement

A vital aspect of helping our students is parent involvement with their children to help accomplish their goals and objectives. When new students come into the school, we meet with the student and their parents to ascertain what type of assistance is needed. All potential students and their parents must attend an informational orientation and a board interview. A team is then built between the parent, the student, and the school to assist and guide the child. Parents are able to discuss their child's behavior and/or challenges at home and school. Parents also participate in our monthly Perfect attendance luncheon. At this luncheon, students are recognized for having perfect attendance and/or exhibiting the TCA core values of Commitment, Discipline, Honor, Respect, and Courage. All participants and their parents are invited to a special lunch with the Principal. Parents are invited to be active members of the School Site Council. The School Site Council has teachers, parents, and other staff. This council sets goals and objectives for the school and how they will be met. We have an open-door policy and we notify parents of attendance issues, student grade progress, and any concerns as needed. We know that students perform better knowing that their parent is actively participating in their education. We encourage all parents to be active participants in their child's life.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	54.5	36.6	15.6	50.2	44.3	40.1	9.4	7.8	8.2
Graduation Rate	45.5	61	75	22.4	30.7	31.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	32	24	75.0
Female	--	--	--
Male	22	17	77.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	17	13	76.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	29	21	72.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	156	134	63	47.0
Female	35	28	15	53.6
Male	121	106	48	45.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	2	1	0	0.0
Black or African American	3	3	3	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	90	75	36	48.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	7	7	4	57.1
White	47	42	17	40.5
English Learners	34	26	13	50.0
Foster Youth	3	3	2	66.7
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	132	113	51	45.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	24	11	45.8

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.14	11.85	19.87	0.28	2.38	3.39	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	19.87	0
Female	14.29	0
Male	21.49	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	22.22	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.38	0
English Learners	23.53	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	20.45	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	26.67	0

2023-24 School Safety Plan

The vision at Teel at Empire School is to be a peaceful campus and place where diverse groups of people are able to work and learn together in cooperation and unity. The school will be a safe place where meaningful instruction and student learning flourishes. This school will be a source of pride for the students who attend, their parents who visit, and teachers and other staff who work here, and the surrounding community in which the school exists. The safety plan was reviewed and discussed with faculty by the regional health and safety plan coordinator on 3/8/2023

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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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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
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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
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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	33		
Mathematics	5	18		
Science	4	20		
Social Science	5	30		

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	3	38		
Mathematics	3	17		
Science	3	18		
Social Science	4	25		

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	4	21	0	0
Mathematics	6	9	0	0
Science	5	8	0	0
Social Science	6	13	0	0

2022-23 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	86

2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$24,487.54	\$1,282.13	\$23,205.42	\$98,630.40
District	N/A	N/A	\$14,333.56	
Percent Difference - School Site and District	N/A	N/A	47.3	-1.9
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	111.5	

Fiscal Year 2022-23 Types of Services Funded

Mental Health Counseling Provided by the Miri Center
 Drug and Alcohol Counseling
 Weekly Character Development Incentives
 Student Support Advocate
 Military Academies Trainer In Each Classroom
 Parent involvement activities
 Boot camp

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		

2022-23 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

Professional development opportunities are coordinated and conducted by the curriculum and assessment director and the Director of Digital Curriculum & Instructional Technology twice monthly on early release days focused on instruction to improve student achievement. Principals and other division leadership staff also offer the faculty opportunities to attend conferences on subject related areas. It is a division goal for all staff members to feel confident about the curriculum they are teaching as well as to provide opportunities for the staff to learn ways to more effectively serve our alternative education population academically, emotionally, and physically.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	19	19	18