

TEEL at Empire

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	TEEL at Empire
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	https://www.stancoe.org/division/stanislaus-military-academy-teel
Grade Span	5-12
County-District-School (CDS) Code	50105045030085

2024-25 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	www.stancoe.org

2024-25 School Description and Mission Statement

TEEL school's Vision and Mission Statements

TEEL recognizes that each student is an individual, that all students are creative, and that all students have a right to succeed. We 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

2024-25 School Description and Mission Statement

TEEL school provides an innovative high school education in a military-theme environment that strives to provide a wide array of educational options for the students and families it serves. The Campus serves two military-theme programs, Stanislaus Military Academy (SMA) serves student in the 9th-12th grade. Tactical Character Academy (TCA) serves students in grades 6th-8th.

Both programs offer daily classroom instruction. The program offers its students a variety of character-building programs, and its students participate in a number of community service projects. All students 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 various sites throughout the county. Our program offers independent study at TEEL, Turlock, Patterson, 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 TEEL 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, TEEL students are provided additional resources to help them achieve success in a variety of ways. Students have virtually unlimited access to an academic counselor, career navigator, mental health clinician 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 points remain locked throughout the school day. Student safety and security is paramount. Student success is the focus of the staff at TEEL 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. . Our goal is to provide a quality educational program for all students.

TEEL 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.

During the 23-24 school year, TEEL school completed a Western Association of School and College (WASC) accreditation review and was awarded a 6 year accreditation, with a mid-cycle visit. Accreditation is the process used to ensure that schools and colleges meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services. Both federal and state governments recognize accreditation as the mechanism by which institutional and programmatic legitimacy are ensured

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	3
Grade 7	2
Grade 8	24
Grade 9	11
Grade 10	33
Grade 11	38
Grade 12	50
Total Enrollment	161

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	27.3
Male	72
Non-Binary	0.6
American Indian or Alaska Native	0.6
Asian	1.2
Black or African American	4.3
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.6
White	30.4
English Learners	25.5
Homeless	1.9
Socioeconomically Disadvantaged	82
Students with Disabilities	21.7

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.40	40.40	75.20	50.89	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	14.80	10.01	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.90	4.02	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	51.25	41.00	27.77	11746.90	4.23
Unknown/Incomplete/NA	0.50	8.35	10.80	7.31	14303.80	5.15
Total Teaching Positions	5.90	100.00	147.80	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	7.50	6.60	3
Total Out-of-Field Teachers	7.50	6.60	3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edmentum Curriculum 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 Subject.com Curriculum English I A/B English II A/B English III A/B English IV A/B	Yes	0
Mathematics	Edmentum Curriculum 11222 CA Alg IA California Algebra I A 112220 CA Alg 1B California Algebra I B 11225 CA Geometry A California Geometry A 112250 CA Geometry B California Geometry B	Yes	0

	<p>Subject.com Curriculum</p> <p>Algebra Foundations Algebra I A/B Algebra II A/B Geometry A/B Precalculus A/B Integrated I Integrated II Integrated III</p>		
Science	<p>Edmentum Curriculum</p> <p>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</p> <p>Subject.com Curriculum Biology A/B Chemistry A/B Physics A/B Intro to Engineering A/B</p>	Yes	0
History-Social Science	<p>Edmentum Curriculum</p> <p>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</p> <p>Subject.com Curriculum</p> <p>US History World History Economics US Government & Politics</p>	Yes	0
Foreign Language	<p>Edmentum Curriculum</p> <p>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</p>	Yes	0

	<p>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</p> <p>Subject.com Curriculum</p> <p>French I French II Spanish I Spanish II</p>		
Health	<p>Edmentum Curriculum</p> <p>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</p> <p>Subject.com Curriculum</p> <p>CA Health (SB224)</p>	Yes	0
Visual and Performing Arts	<p>Edmentum Curriculum</p> <p>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</p>	Yes	0

11299 CA CompColl A College and Career A	California Computing for
112990 CA CompColl B and Career B	California Computing for College
11300 CA CulArt A	California Culinary Arts A
113000 CA CulArt B	California Culinary Arts B
11301 CA DigMedia A Media A	California Digital and Interactive
113010 CA DigMedia B Media B	California Digital and Interactive
11302 CA DraftDes A A	California Drafting and Design
113020 CA DraftDes B B	California Drafting and Design
11303 CA PrinHSrv A Services A	CA Principles of Human
113030 CA PrinHSrv B Services B	CA Principles of Human
11304 CA ElectComSkil Communication Skills	California Electronic
11305 CA Entrepres A	California Entrepreneurship A
113050 CA Entrepres B	California Entrepreneurship B
11306 CA EssenCarSkil Skills	California Essential Career
11307 CA GraphDes A Illustration A	California Graphic Design and
CA IntroFinance	California Introduction to Finance
CA MktgAdverSls and Sales	California Marketing, Advertising,
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	
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	
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
 2023 School Accountability Report Card Page 9 of 26
 Stanislaus Military Academy at Teel
 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

 Subject.com Curriculum

 Music Production and Digital Media

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

TEEL school 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. TEEL school received an overall rating of 97.8% on the last FIT report.

Year and month of the most recent FIT report

12/05/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	4	2	28	26	46	47
Mathematics (grades 3-8 and 11)	0	0	19	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	104	46	44.23	55.77	2.22
Female	22	7	31.82	68.18	--
Male	81	38	46.91	53.09	2.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	63	24	38.10	61.90	4.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	28	15	53.57	46.43	0.00
English Learners	26	9	34.62	65.38	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	88	41	46.59	53.41	2.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	8	53.33	46.67	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	105	52	49.52	50.48	0.00
Female	22	7	31.82	68.18	--
Male	82	44	53.66	46.34	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	64	27	42.19	57.81	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	16	57.14	42.86	0.00
English Learners	26	9	34.62	65.38	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	89	45	50.56	49.44	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	8	53.33	46.67	--

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	0.00	7.41	2.22	6.59	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	27	43.55	56.45	7.41
Female	22	9	40.91	59.09	--
Male	39	17	43.59	56.41	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	38	17	44.74	55.26	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	7	41.18	58.82	--
English Learners	12	4	33.33	66.67	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	24	48.00	52.00	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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;

2023-24 Career Technical Education Programs

hospitality, tourism, and recreation; information technology; manufacturing and product development; marketing, sales, and service; public services; and transportation. The state's curriculum frame work for CT E 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
 Robotic I and II
 Small Engine Repair

Some of the above mentioned programs are not offered at all sites, however, the community school program is able to provide transportation to and from these sites for all students who are interested in participating in CTE courses.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	117
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	76.52
2022-23 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.

2023-24 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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. A team is then built between the parent, the student, and the school to assist and guide the child.

Parents are invited to participate in various school activities, such as our monthly Perfect attendance luncheon. At this luncheon, students are recognized for having perfect attendance and/or exhibiting the school 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 academic and social life. Parent participation may include incoming student orientation, back to school night, graduation ceremony.

TEEL 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. TEEL 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 TEEL school to assist students, parents, and staff by answering questions and connecting the school with other potential resources.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	36.6	15.6	46.2	44.3	40.1	42.9	7.8	8.2	8.9
Graduation Rate	61.0	75.0	51.9	30.7	31.8	37.2	87.0	86.2	86.4

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	52	27	51.9
Female	17	8	47.1
Male	35	19	54.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	33	19	57.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	16	7	43.8
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	45	23	51.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	12	80.0

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	288	256	143	55.9
Female	74	57	27	47.4
Male	213	198	115	58.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	13	3	23.1
Filipino	--	--	--	--
Hispanic or Latino	180	160	82	51.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	77	69	51	73.9
English Learners	68	59	34	57.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	244	214	116	54.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	63	56	38	67.9

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
11.85	19.87	7.64	2.38	3.39	2.43	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.64	0.00
Female	2.70	0.00
Male	9.39	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	14.29	0.00
English Learners	7.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.70	0.00

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

2024-25 School Safety Plan

The vision at TEEL 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

2024-25 School Safety Plan

here, and the surrounding community in which the school exists. This Comprehensive School Safety Plan was developed collaboratively with all SCOE schools and adopted by the Stanislaus County Board of Education on March 14, 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.

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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

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
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	3	5		

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		
Mathematics	6	9		
Science	5	8		
Social Science	6	13		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	48		
Mathematics	6	16		
Science	3	22		
Social Science	4	25		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	161

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 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
 Transportation to and from TEEL school to PACE school for small engine class
 Parent involvement activities

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
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		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

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.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	19	19	