

TEEL at Empire

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	TEEL at Empire
Street	5255 1st street
City, State, Zip	Empire, Ca 95319
Phone Number	(209) 238-6603
Principal	Marcelo Briones
Email Address	mbriones@stancoe.org
School Website	https://www.stancoe.org/division/stanislaus-military-academy-teel
Grade Span	
County-District-School (CDS) Code	50105045030085

2025-26 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

2025-26 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

TEEL School provides an innovative, student-centered educational model designed to meet the diverse academic and social-emotional needs of its students and families. The school offers two distinct programs; the Community School Program and the Military-Themed Program. Each providing targeted instructional and support services for at-risk youth and students requiring alternative educational settings.

The Community School Program serves middle school (grades 6–8) and high school (grades 9–12) students in an alternative education setting. The program provides standards-aligned academic instruction while offering flexible, individualized supports designed to re-engage students and address their unique academic, social, and emotional needs. Smaller class sizes promote personalized instruction, strong teacher-student relationships, and a supportive learning environment that fosters student success.

The Military-Themed Program integrates leadership, character development, and structured learning environments, and includes two components: Stanislaus Military Academy (SMA): Serves students in grades 9–12 and Tactical Character Academy (TCA): Serves students in grades 6–8. Both SMA and TCA provide daily classroom instruction combined with leadership training, character education, and community service opportunities. Students are guided by five core values; Commitment, Courage, Discipline, Honor, and Respect, which are applied throughout the school day and reinforced in extracurricular activities.

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

2025-26 School Description and Mission Statement

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. In our SMA and TCA classes we have both a credentialed teacher as well as a Drill Instructor in each classroom. It is common to have a resource specialist in the classroom providing support to special needs students as well. In addition to academic supports, TEEL has an instructional coach on campus to support teachers in their instruction. 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	1
Grade 7	6
Grade 8	16
Grade 9	12
Grade 10	25
Grade 11	33
Grade 12	32
Total Enrollment	125

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	27.2
Male	72.8
American Indian or Alaska Native	0.8
Asian	2.4
Black or African American	2.4
Hispanic or Latino	68.8
Native Hawaiian or Pacific Islander	1.6
White	24
English Learners	27.2
Foster Youth	0.8
Homeless	1.6
Socioeconomically Disadvantaged	81.6
Students with Disabilities	19.2

A. Conditions of Learning

State Priority: Basic

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

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

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	40.44	89.6	50.47	234405.2	84
Intern Credential Holders Properly Assigned	0	0	12	6.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.7	1.54	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.6	53.51	54.5	30.69	11953.1	4.28
Unknown/Incomplete/NA	0.7	6.05	18.7	10.54	15831.9	5.67
Total Teaching Positions	12.3	100	177.5	100	279044.8	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.

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)	2.4	40.4	75.2	50.89	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.8	10.01	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.9	4.02	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	51.25	41	27.77	11746.9	4.23
Unknown/Incomplete/NA	0.5	8.35	10.8	7.31	14303.8	5.15
Total Teaching Positions	5.9	100	147.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	1.4	12.96	67.8	47.25	230039.4	100
Intern Credential Holders Properly Assigned	0	0	12.9	9.05	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	4.74	10	6.99	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.9	61.84	38.3	26.69	12112.8	4.34
Unknown/Incomplete/NA	2.2	20.38	14.3	10	13705.8	4.91
Total Teaching Positions	11.1	100	143.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.5
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	6.60	3	6.9
Total Out-of-Field Teachers	6.60	3	6.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 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

12/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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 Subject.com Curriculum	0

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

	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 Subject.com Curriculum French I French II Spanish I Spanish II	
Health	Edmentum Curriculum 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 Subject.com Curriculum CA Health (SB224)	0
Visual and Performing Arts	Edmentum Curriculum 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 Career Expl California Career Explorations 11297 CA Child Devlpt California Child Development 11298 CA CompProg1A California Computer Programming 1 A	0

112980 CA CompProg1B 1 B	California Computer Programming
11299 CA CompColl A and Career A	California Computing for College
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	California Drafting and Design A
113020 CA DraftDes B	California Drafting and Design B
11303 CA PrinHSrv A A	CA Principles of Human Services
113030 CA PrinHSrv B B	CA Principles of Human Services
11304 CA ElectComSkil Communication Skills	California Electronic
11305 CA Entrepre A	California Entrepreneurship A
113050 CA Entrepre B	California Entrepreneurship B
11306 CA EssenCarSkil	California Essential Career Skills
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
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 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 180 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 97.92% on the last FIT report.

Year and month of the most recent FIT report

12/2/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			NA
Interior: Interior Surfaces	X			Replacing door closure in two rooms

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Cover old clock in three classrooms
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			NA
Safety: Fire Safety, Hazardous Materials	X			NA
Structural: Structural Damage, Roofs	X			Replace door handle on storage room Cafeteria/Gym - Roof leak inside gym
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 47 - Uneven pavement outside of classroom

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	2	4	26	29	47	48
Mathematics (grades 3-8 and 11)	0	2	25	22	35	37

2024-25 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	98	53	54.08	45.92	3.85
Female	27	15	55.56	44.44	0.00
Male	71	38	53.52	46.48	5.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	31	49.21	50.79	3.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	24	16	66.67	33.33	6.25
English Learners	26	11	42.31	57.69	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	80	45	56.25	43.75	2.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	14	73.68	26.32	0.00

2024-25 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	99	50	50.51	49.49	2.00
Female	27	13	48.15	51.85	7.69
Male	72	37	51.39	48.61	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	64	30	46.88	53.12	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	24	14	58.33	41.67	7.14
English Learners	26	9	34.62	65.38	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	81	41	50.62	49.38	2.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	13	68.42	31.58	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.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.41	5.26	6.59	1.19	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	19	40.43	59.57	5.26
Female	14	5	35.71	64.29	--
Male	33	14	42.42	57.58	7.14
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	32	13	40.63	59.37	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	5	41.67	58.33	--
English Learners	14	7	50.00	50.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	33	13	39.39	60.61	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

The Stanislaus County Office of Education provides a comprehensive Career Technical Education (CTE) program that integrates rigorous academic instruction with technical and occupational training to improve student achievement, graduation rates, and postsecondary readiness. The program is designed to help students develop the academic, career, and technical skills necessary to succeed in a modern, skill-based economy.

CTE pathways offer strong academic foundations alongside hands-on industry experience, preparing students for high-skill, high-wage, and high-demand careers. Opportunities are offered through a variety of formats, including Linked Learning pathways, apprenticeship and pre-apprenticeship programs, Regional Occupational Centers and Programs (ROCP), partnership academies, and other initiatives that support career exploration and workforce preparation.

The state’s CTE Model Curriculum Standards integrate academic content with industry-specific knowledge across 15 career sectors and 58 pathways, providing clear guidance for curriculum, instruction, and assessment.

Programs Offered:

- Culinary Arts I & II
- Greenhouse Management
- Construction Trades I & II
- Welding I & II

2024-25 Career Technical Education Programs

- Robotics I & II
- Small Engine Repair

While not all programs are available at every site, Teel School provides transportation to ensure all interested students have equitable access to CTE opportunities.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	104
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	3.8

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	82.35
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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	45	90	100	100	100
Grade 9	37	100	100	88.9	100

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.
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2025-26 Opportunities for Parental Involvement
A vital component of supporting student success is cultivating strong parent involvement. When new students enroll, we meet with both the student and their parent or guardian to identify individual needs and determine the most appropriate supports. All prospective students and their families participate in an informational orientation, during which expectations, resources, and program structures are reviewed. From the outset, a collaborative team is established between the school, the student, and the parent to ensure that each student receives consistent guidance and encouragement. Parents are encouraged to engage in a variety of school activities, including our monthly Perfect Attendance Luncheon. During this event, students are recognized for achieving perfect attendance and for demonstrating our core values of Commitment, Discipline, Honor, Respect, and Courage. Honorees and their parents are invited to a special lunch with the Principal in celebration of their achievements. Families are also invited to serve on the School Site Council, which is composed of parents, teachers, and staff members and plays a key role in setting school goals and determining how they will be met. Our school maintains an open-door policy and communicates regularly with families regarding attendance concerns, academic progress, and any issues requiring attention. We recognize that students thrive when their parents are actively engaged in their education, and we encourage participation in all school activities, including new-student orientation, Back-to-School Night, and graduation ceremonies. TEEL further supports families through a full-time Student Support Advocate from the district office who welcomes students and parents and assists with community outreach, including engaging families who may be hesitant to participate. In addition, TEEL employs a full-time mental health counselor and a full-time academic guidance counselor who are available to support both students and their families. A dedicated Sheriff's Deputy is also assigned to the school to provide assistance, answer questions, and help connect families with additional community 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	15.6	46.2	44.2	40.1	42.9	48.5	8.2	8.9	8
Graduation Rate	75	51.9	51.2	31.8	37.2	32.2	86.2	86.4	87.5

2024-25 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	43	22	51.2
Female	--	--	--
Male	34	18	52.9
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	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	29	15	51.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	12	5	41.7
English Learners	13	5	38.5
Foster Youth	0	0	0.00
Homeless	--	--	--
Socioeconomically Disadvantaged	40	22	55.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	271	231	145	62.8
Female	83	70	43	61.4
Male	187	160	101	63.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	177	150	92	61.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	69	60	41	68.3
English Learners	76	60	40	66.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	204	172	116	67.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	54	46	35	76.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
19.87	7.64	7.01	3.39	2.43	2.07	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.01	0.00
Female	4.82	0.00
Male	8.02	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	7.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.80	0.00
English Learners	6.58	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.86	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.11	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.

2025-26 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 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 12, 2024.

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.

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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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
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	3	5	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	6		

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

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		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2	59		
Mathematics	3	29		
Science	3	21		
Social Science	3	38		

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	28073.62	5217.60	22856.02	98180.31
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	71.9	

Fiscal Year 2024-25 Types of Services Funded

Mental Health Counseling Provided by the Miri Center
Drug and Alcohol Counseling
Weekly Character Development Incentives
Student Support Advocate

Fiscal Year 2024-25 Types of Services Funded

Military Academies Trainer In Each Classroom
Transportation to and from TEEL school to PACE school for small engine class
Parent involvement activities

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		

2024-25 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 twice monthly and focused on instruction to improve student achievement. Topics include but are not limited to new laws and procedures, educational platform training, EL strategies, artificial intelligence, and Ethnic Studies. Principals and other division leadership staff offer 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.

An Instructional Coach is utilized as a cornerstone of this strategy, performing a vital, non-evaluative role focused exclusively on elevating the quality of teaching and learning at the school site. This position functions as a job-embedded professional development resource, ensuring the consistent implementation of best practices and the maximization of student outcomes.

The scope of the Instructional Coach's impact is defined by core responsibilities, including:

- *Targeted Coaching and Mentoring
- *Curriculum and Standards Implementation
- *Modeling of Best Practices
- *Data Analysis and Action Planning
- * Facilitation of Resources and Training

Through the deployment of this comprehensive support structure, the Instructional Coach is instrumental in fostering a robust culture of continuous instructional improvement, thereby ensuring that every student benefits from highly effective and engaging

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	19