# Mountain Empire Junior High School

## 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** | Mountain Empire Junior High School |
| **Street** | 3305 Buckman Springs Road |
| **City, State, Zip** | Pine Valley, CA 91962 |
| **Phone Number** | (619) 326-6662 |
| **Principal** | Dr. Trish Pulos |
| **Email Address** | trish.pulos@meusd.org |
| **School Website** | https://mejhs.meusd.org |
| **Grade Span** | |
| **County-District-School (CDS) Code** | 37682133730991 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Mountain Empire Unified School District |
| **Phone Number** | (619) 473-9022 |
| **Superintendent** | Dr. Patrick Keeley |
| **Email Address** | patrick.keeley@meusd.org |
| **District Website** | https://www.meusd.org |

## 2025-26 School Description and Mission Statement

Mountain Empire Junior High School (MEJHS) is located in the community of Pine Valley, approximately 60 miles east of the city of San Diego. MEJHS serves four distinct communities: Boulevard, Jacumba, Campo, Lake Moreno, Pine Valley, Descanso, Potrero and Tecate. MEJHS's commitment to learning is supported by an informed and progressive staff and community. Students are encouraged to reach their maximum potential through programs that focus on necessary skills to be successful in college or in pursuit of a career, and we recognize both student and staff achievements. We offer enrichment programs including art, coding, leadership and sports. All of these experiences provide opportunities for the children to build self-esteem, promote social development and develop a love of life-long learning.

MEJHS serves 7th through 8th grade and has an enrollment of approximately 215 students. Special Education services include Resource Specialist support, Speech and Language services, and Occupational Therapy. The school staff is composed of eleven full time teachers, one full time counselor, two case managers, four special education aides, a secretary, an attendance clerk, two food service specialists, and a custodian. District services also include a nurse approximately two days a month, breakfast and lunch programs, and rigorous bus transportation that serves roughly 98% of the students.

The community is getting more actively involved with MEJHS. Opportunities for parent involvement include School Site Council, activity participation, and classroom volunteering. Parents are our greatest resource and we value and encourage their participation in the education of their children.

Vision: The mission at MEJHS is to inspire students to be highly effective, self-directed learners who are preparing for the next levels of education and life. We recognize each child as an individual, fostering a caring and creative environment that emphasizes the whole student.

Mission Statement: We are committed to an alliance with students, parents, and the community. Within this partnership, we will provide each student the opportunity to obtain the knowledge, skills, and attitude to be a productive citizen in a challenging, technological, and diverse world.

## About this School

### 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 7** | 118 |
| **Grade 8** | 127 |
| **Total Enrollment** | 245 |

### 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 44.9 |
| **Male** | 55.1 |
| **American Indian or Alaska Native** | 4.1 |
| **Asian** | 0.4 |
| **Filipino** | 0.4 |
| **Hispanic or Latino** | 69 |
| **Two or More Races** | 4.5 |
| **White** | 21.6 |
| **English Learners** | 35.1 |
| **Homeless** | 1.2 |
| **Socioeconomically Disadvantaged** | 63.3 |
| **Students with Disabilities** | 17.6 |

## 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)** | 3.7 | 67.27 | 135.9 | 58.44 | 234405.2 | 84 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 1.9 | 0.86 | 4853 | 1.74 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 1.8 | 32.73 | 10.6 | 4.59 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 64.7 | 27.82 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 0 | 0 | 19.2 | 8.28 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 5.5 | 100 | 232.6 | 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)** | 5 | 78.13 | 149.2 | 61.38 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 0.8 | 12.5 | 2.8 | 1.18 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0.4 | 6.25 | 11.8 | 4.88 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 64.7 | 26.64 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 0.2 | 3.13 | 14.3 | 5.92 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 6.4 | 100 | 243.1 | 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)** | 7.5 | 65.22 | 145.6 | 56.96 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 1 | 8.7 | 1 | 0.39 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 2.1 | 18.78 | 24.2 | 9.47 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 73.2 | 28.67 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 0.8 | 7.22 | 11.5 | 4.51 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 11.5 | 100 | 255.6 | 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 |
| **Misassignments** | 1.80 | 0.4 | 2.1 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 1.80 | 0.4 | 2.1 |

## 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** | 0.00 | 0 | 0 |
| **Total Out-of-Field Teachers** | 0.00 | 0 | 0 |

## 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) | 36 | 8 | 19.1 |
| **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

N/A

| | |
|---|---|
| **Year and month in which the data were collected** | December 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** | Amplify, ELA/ELD 2016 | 0 |
| **Mathematics** | CPM Education: Course 2 and 3, 2014 | 0 |
| **Science** | Amplify Science, 2020 | 0 |
| **History-Social Science** | Prentice Hall: CA World History-Medieval & Early Modern Times, 2006 (7th Grade)<br>Prentice Hall: CA American History-Growth and Conflict, 2019 (8th Grade) | 0 |
| **Foreign Language** | Prentice Hall, Realidades, 2004 | 0 |
| **Health** | Push Play P.E., 2024<br>Positive Prevention Plus (2021), 2023 | 0 |
| **Visual and Performing Arts** | N/A | |
| **Science Laboratory Equipment (grades 9-12)** | N/A | |

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

## School Facility Conditions and Planned Improvements

Mountain Empire Junior High School received a Facilities inspection in August 2025 and there were no extreme deficiencies or action plans needed. The district's maintenance and custodian team completed a thorough job ensuring safety, cleanliness, structural, external, interior, electrical, restrooms, and systems are working properly. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

## School Facility Conditions and Planned Improvements

| Year and month of the most recent FIT report | August 2025 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | | X | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | | X | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | | X | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## 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) | 21 | 21 | 38 | 40 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 8 | 9 | 26 | 28 | 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** | 242 | 235 | 97.11 | 2.89 | 20.78 |
| **Female** | 108 | 105 | 97.22 | 2.78 | 28.71 |
| **Male** | 134 | 130 | 97.01 | 2.99 | 14.62 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 170 | 166 | 97.65 | 2.35 | 15.95 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 51 | 49 | 96.08 | 3.92 | 37.50 |
| **English Learners** | 83 | 82 | 98.80 | 1.20 | 3.75 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 153 | 146 | 95.42 | 4.58 | 16.67 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 45 | 43 | 95.56 | 4.44 | 13.95 |

## 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** | 242 | 236 | 97.52 | 2.48 | 9.36 |
| **Female** | 108 | 104 | 96.30 | 3.70 | 10.68 |
| **Male** | 134 | 132 | 98.51 | 1.49 | 8.33 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 170 | 166 | 97.65 | 2.35 | 9.04 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 51 | 50 | 98.04 | 1.96 | 12.24 |
| **English Learners** | 83 | 81 | 97.59 | 2.41 | 1.23 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 153 | 147 | 96.08 | 3.92 | 6.85 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 45 | 44 | 97.78 | 2.22 | 6.82 |

## 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) | 6.92 | 5 | 13.36 | 13.28 | 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** | 127 | 102 | 80.31 | 19.69 | 5.88 |
| **Female** | 58 | 47 | 81.03 | 18.97 | 2.13 |
| **Male** | 69 | 55 | 79.71 | 20.29 | 9.09 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 92 | 76 | 82.61 | 17.39 | 7.89 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 25 | 18 | 72.00 | 28.00 | 0.00 |
| **English Learners** | 50 | 42 | 84.00 | 16.00 | 2.38 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 79 | 61 | 77.22 | 22.78 | 4.92 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 27 | 22 | 81.48 | 18.52 | 4.55 |

# 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** | 99% | 99% | 99% | 99% | 99% |

## 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.

### 2025-26 Opportunities for Parental Involvement

Mountain Empire Junior High School embraces and values parent and community involvement. Volunteers can contribute through various options, including classroom assistance, support for special events, and assistance in Art, Technology, and Supervision. We recognize parents and community members as invaluable resources, and their active participation in our children's education is highly encouraged. Parents have been invited to speak in classrooms sharing their knowledge in career fields and bringing hands-on experiences to life in the classroom. They've also been instrumental in organizing fundraising at the school. For any parents interested in volunteering, they can contact the school office at (619) 329-6662 for a volunteer packet.

Parents have diverse opportunities to engage in their child's education. The principal and staff produce a weekly newsletter to keep families informed about school year activities. The School Site Council program (SSC) encourages and expects parents to be voting members or participants in planning and spending the Title 1 and Title 3 budgets. As part of the SSC, the English Language Advisory Committee (ELAC) supports English Learner students, and the District English Language Advisory Committee (DELAC) seeks parent input on district programs supporting the English Learners.

Additionally, parents can actively participate in planning and supporting various activities such as Hawk Day, dances, parent conferences, and extracurricular events. Surveys, including those related to the district's LCAP, provide avenues for parents to express their voices and contribute to the educational community.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 263 | 255 | 115 | 45.1 |
| **Female** | 117 | 115 | 54 | 47.0 |
| **Male** | 146 | 140 | 61 | 43.6 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 182 | 177 | 86 | 48.6 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 11 | 11 | 4 | 36.4 |
| **White** | 58 | 55 | 19 | 34.5 |
| **English Learners** | 91 | 89 | 50 | 56.2 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 175 | 170 | 90 | 52.9 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 52 | 50 | 24 | 48.0 |

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.

## 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 |
| 16.26 | 22.81 | 13.69 | 1.84 | 2.55 | 1.76 | 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** | 13.69 | 0.00 |
| **Female** | 12.82 | 0.00 |
| **Male** | 14.38 | 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** | 17.03 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 9.09 | 0.00 |
| **White** | 5.17 | 0.00 |
| **English Learners** | 12.09 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 16.57 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 21.15 | 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 School Safety Plan is updated annually. The School Site Council reviews and approved the School Safety Plan in October 2025 and and will be reviewed for board approval on March 10, 2026.
The goals include:
Goal 1: Added: 1.1: 2 Assemblies: Honor Cultural Differences and Perseverance:
(Increase attendance)
#1: 12/19/25-Min. Day: Cultural Fair-“Fun Food Friday”
#2: Date TBD: “Student vs Staff Sports Day”-invite parents/community

Added: 1.2: ELD Training: Order “MOTE” Program
Added: 1.3: Multicultural event:12/19/25 Cultural Fair-“Fun Food Friday”
Added: 1.4: Attendance Incentive: Title 1: Treats all year long

Goal 2:  Added: 2.2: Hire Bilingual Science Teacher/Offer Teacher Training
Added: 2.3: “CHKS” - Free
Added: 2.4: “Student Surveys” - Free

Goal 3: Added: “SECA Implementing Inclusive Schooling Training:
Collaborative Meetings w/Case Managers

Goal 4: Added: 4.1: 90% Wayfinder
Added: 4.2: Change “ASES” to “21st Century”
Added: 4.3: Bilingual Stipends-2 staff members
Added: 4.4: (New Number) Education Lifeskills-(Lessons not suspension)s:
1 hr: MEJHS/4-6 hrs. Or 8-10 hrs.: Alternative Ed Campus

## 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** | 29 | 0 | 4 | 0 |
| **Mathematics** | 29 | 0 | 4 | 0 |
| **Science** | 29 | 0 | 4 | 0 |
| **Social Science** | 29 | 0 | 4 | 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** | 29 | | 11 | 1 |
| **Mathematics** | 29 | 1 | 7 | 2 |
| **Science** | 29 | | 9 | 1 |
| **Social Science** | 29 | | 9 | 1 |

## 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** | 30 | 1 | 3 | 4 |
| **Mathematics** | 30 | | 5 | 3 |
| **Science** | 30 | | 4 | |
| **Social Science** | 28 | 1 | 2 | 1 |

## 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** | 298 |

## 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** | 2 |

## 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** | 5502.21 | 4714.38 | 787.82 | 79160.59 |
| **District** | N/A | N/A | 1244.62 | 95625.75 |
| **Percent Difference - School Site and District** | N/A | N/A | -45.0 | -18.8 |
| **State** | N/A | N/A | $11,146 | $92,686 |
| **Percent Difference - School Site and State** | N/A | N/A | -173.6 | -15.7 |

## Fiscal Year 2024-25 Types of Services Funded

MEUSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

MEUSD schools offer services and supports for all students including; School Counselors, School Psychologists, Early Literacy Specialist TOSAs, Case Managers, and Special Education Service Providers.
In addition to Local Control Funding Formula (LCFF) state funding, MEUSD receives state and federal funding for the following categorical and specialized programs:

- Title I (Campo Elementary, Clover Flat Elementary, Potrero Elementary, Mountain Empire Junior High School, Mountain Empire High School),
- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL),

## Fiscal Year 2024-25 Types of Services Funded

- Title VI (Student Support and Academic Enrichment)

All funding sources are monitored and maintained through each school site's School Plan for Student Achievement and the District Local Control Accountability Plan.

## 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** | $54,199 | $57,978 |
| **Mid-Range Teacher Salary** | $69,205 | $89,612 |
| **Highest Teacher Salary** | $107,090 | $117,194 |
| **Average Principal Salary (Elementary)** | $125,195 | $143,632 |
| **Average Principal Salary (Middle)** | $154,246 | $149,447 |
| **Average Principal Salary (High)** | $153,127 | $162,334 |
| **Superintendent Salary** | $187,724 | $234,076 |
| **Percent of Budget for Teacher Salaries** | 26.76% | 27.81% |
| **Percent of Budget for Administrative Salaries** | 2.89% | 5.47% |

## Professional Development

Professional development at a junior high school is essential for educators to stay abreast of educational trends, enhance teaching skills, and meet the evolving needs of students. It can focus on building the skills and passions of educators in order to improve the educational experiences of students and improve the learning landscape for students. Sustained professional development is vital to ensure that junior high school educators possess the knowledge and skills necessary to deliver high-quality education and address the diverse needs of their students. Specific focus is given to middle level education at the junior high through membership to the Association of Middle Level Education (AMLE). This professional organization hosts an extensive annual conference and encourages networking and continued learning for all educational professionals at the junior high level.

Trainings can be facilitated through a multitude of delivery models including, but not limited to, external professional development opportunities, districtwide coaching models, professional learning communities, staff meetings, teacher-principal meetings, districtwide late start days, and districtwide professional development. Training priorities align with data analysis from various sources, identifying students' strengths and needs. For the 2025/65 school year, the emphasis is on school climate, with continued attention given to social-emotional learning. Other staff members, such as speech therapists, instructional aides, and special education staff, undergo job-specific professional development during district meetings, late start days, and districtwide professional development days. Additionally, staff members are invited to attend workshops, conferences, and receive support from professional institutions such as San Diego County Office of Education (SDCOE) and the East County Special Education Local Plan Area (SELPA).

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** | 23 | 38 | 30 |