Mountain Empire 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 High School
Street	3305 Buckman Springs Road
City, State, Zip	Pine Valley, CA 91962
Phone Number	619-473-8601 x200
Principal	David Rios
Email Address	david.rios@meusd.org
School Website	https://mehs.meusd.org/
Grade Span	9-12
County-District-School (CDS) Code	37-68213-3734878

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Mountain Empire High School is a comprehensive school serving the Mountain Empire Unified School District. Located in a rural area of San Diego County, it is 45 miles east of San Diego. We are bordered by the Mexican state of Baja California on the south and Imperial County to the east. The district encompasses 660 square miles, and approximately 90% of the students depend on district transportation to and from school. This mountainous district ranges in elevation from 2,000 feet to almost 6,000 feet. The district serves the communities of Descanso, Guatay, Pine Valley, Campo, Potrero, Boulevard, Lake Morena, Jacumba, and Tecate, California. Each community has a different community culture and the location of each community contributes to that.

Current enrollment is 409 students in grades 9 through 12. Mountain Empire High School is on a block schedule resulting in students taking four classes in the Fall/Term 1 and four in the Spring/Term 2. These four block periods span approx 90 minutes. The average student-to-teacher ratio is 18:1.

Mountain Empire High School's in-person program continues to use multiple levels of student engagement that include virtual meetings for students that are on 15+ day independent study contacts, after-school program tutoring, and individual meetings for students per identified need. Staff collaborates every Wednesday with a focus on student improvement and success through preparing our students to engage society with duty, honor, and service.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	120
Grade 10	99
Grade 11	106
Grade 12	87
Total Enrollment	412

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42
Male	58
American Indian or Alaska Native	1.7
Black or African American	1.5
Filipino	0.2
Hispanic or Latino	63.3
Two or More Races	3.2
White	30.1
English Learners	19.4
Homeless	2.9
Socioeconomically Disadvantaged	45.9
Students with Disabilities	19.7

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.

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)	15.9	79.32	135.9	58.44	234405.2	84
Intern Credential Holders Properly Assigned	0.9	4.91	1.9	0.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	9.33	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	1.2	6.35	19.2	8.28	15831.9	5.67
Total Teaching Positions	20.1	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)	17.2	79.51	149.2	61.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	2.72	2.8	1.18	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.03	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	2.7	12.6	14.3	5.92	14303.8	5.15
Total Teaching Positions	21.6	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)	14.2	63.53	145.6	56.96	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.39	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.4	28.68	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	1.7	7.79	11.5	4.51	13705.8	4.91
Total Teaching Positions	22.3	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	2.2
Misassignments	1.80	1	4.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.80	1	6.4

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)	14.9	4.1	20
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	Holt, Rhinehart & Wilson: Literature & Language Arts, 2003 CSU: Expository Reading & Writing Course, 2013 Bedford St. Martins: Language of Composition, 2008	0
Mathematics	CPM Education: Integrated Math 1, Integrated Math 2, 2022 Battaglia, Larson: Trig/Pre-Calculus, Calculus, 2018	0
Science	SAVVAS, Experience Chemistry, 2025 SAVVAS, Experience Physics, 2025 SAVVAS, Miller Levine Biology, 2025	0
History-Social Science	McDougal Little: Modern World History, Economics Choices and Challenges. 1999 Amsco: Advanced Placement Edition World History Modern-Present, 2020 Prentice Hall: America-Pathways to the Present, Magruders Government, 2000 Houghton Mifflin: American Pageant, 1996 Cengage: Institutions and Policies, 2015 Holt, Rhinehart & Wilson: World Geography Today, 2000	0
Foreign Language	Prentice Hall: Spanish Realidades Level 1 & 2	0
Health	Health, Holt, 1999 Edgenuity Positive Prevention Plus, 2023 Push Play P.E., 2024	0
Visual and Performing Arts	Edgenuity	0
Science Laboratory Equipment (grades 9-12)	SAVVAS, Experience Chemistry, Experience Physics, and Miller Levine Biology, 2025	0

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

School Facility Conditions and Planned Improvements

Mountain Empire High School received a Facilities inspection in August 2025 and there were 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.

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)	43	32	38	40	47	48
Mathematics (grades 3-8 and 11)	20	14	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	102	91	89.22	10.78	31.87
Female	36	33	91.67	8.33	33.33
Male	66	58	87.88	12.12	31.03
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	60	54	90.00	10.00	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	28	87.50	12.50	50.00
English Learners	14	12	85.71	14.29	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	42	87.50	12.50	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	21	87.50	12.50	9.52

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	102	91	89.22	10.78	14.29
Female	36	33	91.67	8.33	12.12
Male	66	58	87.88	12.12	15.52
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	60	54	90.00	10.00	9.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	28	87.50	12.50	25.00
English Learners	14	12	85.71	14.29	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	42	87.50	12.50	11.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	21	87.50	12.50	4.76

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)	12.06	13.84	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	188	162	86.17	13.83	14.20
Female	79	69	87.34	12.66	13.04
Male	109	93	85.32	14.68	15.05
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	106	98	92.45	7.55	10.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	67	50	74.63	25.37	22.00
English Learners	23	21	91.30	8.70	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	76	88.37	11.63	14.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	31	88.57	11.43	12.90

2024-25 Career Technical Education Programs

Mountain Empire Unified School District provides Career Technical Education (CTE) opportunities for students in grades 9–12 designed to prepare them for college, career, and civic readiness. CTE programs offered to high school students are aligned with the California Career Technical Education Model Curriculum Standards adopted pursuant to Education Code Section 51226 and emphasize both academic rigor and real-world application. Current program areas available to students includes 3 different pathways:

1. Agriculture -Ornamental Horticulture Pathway-Ag Science, Ag Chemistry, Floral Design 1, Floral Design 2 / Agricultural Science Pathway- Ag Natural Resources Science, Ag Biology,Ag Chemistry. Ag Business / Agricultural Mechanics Pathway - Ag Mechanics 1, Ag Mechanics 2, Ag Mechanics 3

2. Arts, Media, Entertainment -Design, Visual, and Media Arts Pathway, Graphic Communication 1, Photography, Advanced Photography, Journalism

3.Information and Communication Technology- Computer Science, Graphic Communications

The district's Career Technical Education programs are supported by a CTE Advisory Committee that provides oversight and ensures alignment with the California Career Technical Education Model Curriculum Standards. The committee includes the high school principal serving as the District CTE Contact, the district CTE Coordinator, and industry representatives aligned to

2024-25 Career Technical Education Programs

the district's three CTE pathways: Agriculture, Arts, Media, and Entertainment, and Information and Communication Technology. This advisory structure supports program relevance, pathway coherence, and alignment to industry expectations and postsecondary opportunities.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	298
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	17.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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	98.31
Graduates Who Completed All Courses Required for UC/CSU Admission	52.05

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 5	N/A				
Grade 7	N/A				
Grade 9	98%	98%	98%	98%	98%

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

Parents are encouraged to actively engage in their child's education through various avenues. The principal consistently produces a bi-weekly newsletter to keep families informed about ongoing activities throughout the school year. The School Site Council program (SSC) offers parents the opportunity to serve as either voting members or participants in the planning and allocation of funds from the Title 1 and Title 3 budget.

To support students who are English Learners, there is an English Language Advisory Committee (ELAC) at the school level, and at the district level, the District English Language Advisory Committee (DELAC) provides parents with a platform to contribute input and feedback on programs.

In addition to participating in advisory committees, parents are invited to actively engage in planning and supporting various school activities, including parent conferences. Surveys, encompassing topics such as the districts' LCAP and Portrait of a Graduation coalition, provide additional opportunities for parents to express their voices. Notably, Back to School Night in the Fall attracted over 130 parents, and from the first ELAC meeting with 3 attendees, three parents are now actively involved in the School Site Council team. Additionally, parents are encouraged to attend athletic events and the bi-annual art and music fest at MEHS. Also out counselors have a monthly coffee with counselors meeting in which parents and students are invited to attend to chat about school, grades and social emotional assistance. The Principal started Donuts with Dave, a monthly morning meeting for parents or caregivers to come enjoy a donut hole or 2 and chat with the Principal about the happenings at the High School.

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	3.2	3.2	2.7	8.1	10.2	7.8	8.2	8.9	8
Graduation Rate	96.8	95.7	97.3	77	79.5	78.6	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	75	73	97.3
Female	36	36	100.0
Male	38	37	97.4
Non-Binary	--	--	--
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	37	36	97.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	34	33	97.1
English Learners	17	16	94.1
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	44	44	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	11	91.7

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	449	433	190	43.9
Female	182	177	86	48.6
Male	267	256	104	40.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	283	274	131	47.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	13	4	30.8
White	132	130	46	35.4
English Learners	85	81	44	54.3
Foster Youth	--	--	--	--
Homeless	14	14	7	50.0
Socioeconomically Disadvantaged	236	227	120	52.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	90	40	44.4

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
9.19	10.58	11.14	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	11.14	0.00
Female	8.79	0.00
Male	12.73	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	11.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	10.61	0.00
English Learners	11.76	0.00
Foster Youth	0.00	0.00
Homeless	14.29	0.00
Socioeconomically Disadvantaged	14.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.68	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

MEHS believes that effective school safety planning must be a dynamic, ongoing process with plans being reviewed and evaluated regularly, and after critical incidents. MEHS revised and updated the Comprehensive School Safety Plan (CSSP) in the Fall of 2025 and it went into effect November of 2025 after being approved by the School Site Council and and will be reviewed for board approval on March 10, 2026. The plan has been discussed with faculty and drills have been practiced by all staff and the student body.

Component 1 – MEHS 2025/26 Places and Programs
Goal 1: Provide students with educational programs, SEL learning and reporting systems that increase school safety awareness and promote a positive learning environment

Component 2 – MEHS 2025/26 Places and the Environment
Goal 1: Provide a safe, respectful, inclusive environment that embodies school spirit and family engagement.

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	25	3	4	2
Mathematics	20	5	5	0
Science	13	8	0	0
Social Science	28	2	5	1

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	24	4	4	1
Mathematics	24	2	7	
Science	19	3	3	
Social Science	29		5	2

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	27	2	3	2
Mathematics	23	2	5	
Science	18	4	2	
Social Science	30	1	4	3

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	222.11

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)	1.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

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	8280.36	5901.24	2379.12	83269.68
District	N/A	N/A	1244.62	95625.75
Percent Difference - School Site and District	N/A	N/A	62.6	-13.8
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	-129.6	-10.7

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),
- 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%

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	2.2

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	1
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.	2

Professional Development

Professional Development (PD) at MEHS from August 14th to December 19th included SST process overview via AERIES, AERIES input of pre intervention details for all discipline related activities and also parent contact. Trauma Informed Care (TIPS), CPM for math teachers, a Renaissance platform refresher, and a school-wide PBIS refresher were all included as well The weekly late start schedule on Wednesdays provides four hours per month for teacher collaboration and ongoing professional learning.

Professional Development

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