

Mountain Empire High School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 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/

2023-24 School Description and Mission Statement

2022-2023 SCHOOL PROFILE

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 433 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 17.5:1.

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	114
Grade 10	109
Grade 11	116
Grade 12	94
Total Enrollment	433

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42%
Male	58%
American Indian or Alaska Native	3.5%
Asian	0.5%
Black or African American	3%
Filipino	0.2%
Hispanic or Latino	61.4%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.5%
White	27.7%
English Learners	20.1%
Homeless	2.1%
Socioeconomically Disadvantaged	53.1%
Students with Disabilities	18.7%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.70	72.79	131.90	60.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	3.47	0.70	0.34	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.10	14.53	11.50	5.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	54.10	24.82	12115.80	4.41
Unknown	1.90	9.21	19.80	9.10	18854.30	6.86
Total Teaching Positions	21.60	100.00	218.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.90	79.32	135.90	58.44	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	4.91	1.90	0.86	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	9.33	10.60	4.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	64.70	27.82	11953.10	4.28
Unknown	1.20	6.35	19.20	8.28	15831.90	5.67
Total Teaching Positions	20.10	100.00	232.60	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.80	0.00
Misassignments	2.20	1.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.10	1.80

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	19.4	14.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.8	0

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

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

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

Year and month in which the data were collected		January 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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	Yes	0

Mathematics	CPM Education: Integrated Math 1, Integrated Math 2, 2022 Battaglia, Larson: Trig/Pre-Calculus, Calculus, 2018	Yes	0
Science	Prentice Hall: California Edition - Biology, 2007 Prentice Hall: Chemistry, 2007 J Wiley & Stone: Introduction to the Human Body, 2004 Pearson/Prentice: Earth Science, 2006	Yes	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, Magruder's Government, 2000 Houghton Mifflin: American pageant, 1996 Cengage: Institutions and Policies, 2015 Holt, Rhinehart & Wilson: World Geography Today, 2000	Yes	0
Foreign Language	Prentice Hall: Spanish Realidades Level 1 & 2	Yes	0
Health	Health, Holt, 1999 Edgenuity	Yes	0
Visual and Performing Arts	Edgenuity	Yes	0

School Facility Conditions and Planned Improvements

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

March 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	HVAC replacement and/or installation, sinks not functional
Interior: Interior Surfaces			X	Ceiling tile replacement, carpet needs repair/replacement in multiple spaces
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Cracked paint, needs painting, stained ceiling tiles.
Electrical			X	Electrical outlet cover replacement, light fixtures not functioning
Restrooms/Fountains: Restrooms, Sinks/ Fountains				Some of urinals are out of use/bagged
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs			X	Dry rot in eaves of building and exterior walls, wall damage, loose ramp railing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Multiple door repairs needed due to poor condition

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	28	35	40	40	47	46
Mathematics (grades 3-8 and 11)	7	14	25	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	99	93	93.94	6.06	34.78
Female	46	44	95.65	4.35	36.36
Male	53	49	92.45	7.55	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	60	92.31	7.69	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	40.91
English Learners	22	19	86.36	13.64	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	54	91.53	8.47	29.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	17.65

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	99	92	92.93	7.07	14.13
Female	46	43	93.48	6.52	13.95
Male	53	49	92.45	7.55	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	60	92.31	7.69	11.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	22.73
English Learners	22	20	90.91	9.09	5.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	59	55	93.22	6.78	12.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	11.76

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. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.95	13.43	16.48	15.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	67	87.01	12.99	13.43
Female	32	27	84.38	15.62	14.81
Male	45	40	88.89	11.11	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	43	84.31	15.69	6.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	14	87.50	12.50	28.57
English Learners	20	20	100.00	0.00	5.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	41	89.13	10.87	14.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Our CTE program consists of 4 different pathways:

1. Agriculture -Ornamental Horticulture Pathway-Ag Science, Ag Chemistry, Floral Design 1, Floral Design 2 / Agricultural Science Pathway- Ag 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
4. Manufacturing and Product Development- Welding and Joining Materials. We have 4 credentialed teachers in this small but robust program for our 425 student school. Each teacher has their CTE credential in the appropriate field and also have extensive experience outside of the classroom in their respective fields.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	283
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.08
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	47.37

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	87%	89%	89%	89%	88%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents are encouraged to actively engage in their child's education through various avenues. The principal consistently produces a 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 135 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 jazz fest at MEHS.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	1.3	3.2	17	17.8	8.1	9.4	7.8	8.2
Graduation Rate	97.1	97.4	96.8	73.5	76.7	77	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	93	90	96.8
Female	41	40	97.6
Male	52	50	96.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	59	57	96.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	22	21	95.5
English Learners	36	34	94.4
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	78	76	97.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	13	92.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	479	461	250	54.2
Female	202	195	108	55.4
Male	277	266	142	53.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	15	15	10	66.7
Asian	2	2	1	50.0
Black or African American	16	14	7	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	289	281	164	58.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	17	17	10	58.8
White	137	130	57	43.8
English Learners	101	96	64	66.7
Foster Youth	0	0	0	0.0
Homeless	12	10	5	50.0
Socioeconomically Disadvantaged	287	276	165	59.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	89	86	48	55.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.65	4.78	9.19	0.13	1.37	1.84	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.19	0
Female	5.94	0
Male	11.55	0
Non-Binary		
American Indian or Alaska Native	20	0
Asian	0	0
Black or African American	12.5	0
Filipino	0	0
Hispanic or Latino	10.73	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	17.65	0
White	3.65	0
English Learners	12.87	0
Foster Youth	0	0
Homeless	8.33	0
Socioeconomically Disadvantaged	12.54	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.85	0

2023-24 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 2022 and it went into effect 10/26/2022 after being approved by the School Site Council. The plan has been discussed with faculty and drills have been practiced by all staff and the student body.

The People and Programs MEHS 2022/23 safety goal is to provide each student with resiliency and leadership skills. This goal is to increase participation in extracurricular activities and encourage student voice in the classroom and beyond.

The Place MEHS 2022/23 safety goal is to assure each student a safe, respectful, accepting, and emotionally nurturing environment. Implementing PBIS, following the school handbook policies, educating students on the Say Something anonymous reporting system and getting students involved and proud of their school are the focus areas in achieving this goal.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	2	5	
Mathematics	26	4	5	1
Science	27		6	
Social Science	27	2	4	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	1	6	1
Mathematics	21	4	6	
Science	19	4	2	
Social Science	27	1	7	1

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	227.89

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.9

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11023.35	3514.49	7508.86	77418.08
District	N/A	N/A		\$66,006
Percent Difference - School Site and District	N/A	N/A		23.7
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	13.0	-2.2

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,377	\$50,875
Mid-Range Teacher Salary	\$60,494	\$79,761
Highest Teacher Salary	\$93,474	\$103,045
Average Principal Salary (Elementary)	\$123,311	\$128,154
Average Principal Salary (Middle)	\$131,847	\$131,774
Average Principal Salary (High)	\$132,214	\$142,676
Superintendent Salary	\$165,600	\$211,462
Percent of Budget for Teacher Salaries	27.99%	30.11%
Percent of Budget for Administrative Salaries	4.73%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	2.5
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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	1
Foreign Language	1
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 February 1st to June 30th included Trauma Informed Care (TIPS), CPM for math teachers, a Renaissance platform refresher, and a school-wide PBIS refresher. The weekly late start schedule on Wednesdays provides four hours per month for teacher collaboration and ongoing professional learning.

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

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