



School Accountability Report Card (SARC) for the 2008-2009 School Year

Address: 14073 Main Street, Suite 103, Hesperia, CA 92345
Principal: Mary Searcy Bixby

Phone: (760) 244-3764
Grade Span: 7-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal.

About This School

Mirus Secondary School (MSS) is a replication based on the successful style, format, and well documented accomplishments of Audeo Charter school which is a model for educational reform. Mirus implements a personalized education program to facilitate academic achievement for each student in grades 7-12. MSS offers students a personalized and rigorous academic experience with highly qualified staff in a supportive and safe environment. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

MSS is specifically aimed at engaging students whose futures are at-risk because they were not successful in school, and/or for those who seek an option to the traditional school setting. Mirus students may be challenged by focus/attention deficit, a need for extensive counseling, and fear of failure due to negative experiences in traditional school settings. Such students may be gifted with enormous potential, yet be frustrated by traditional educational methods. Mirus offers instruction customized to meet students' individual needs. MSS overall program goals are to:

- Improve academic achievement
- Increase the number of students who stay in school
- Increase the number of students who earn a high school diploma
- Build student leadership skill and improve confidence
- Encourage student's sense of civic responsibility
- Ensure that students are knowledgeable about potential career options

Student Expected Schoolwide Learning Results (ESLRs) at MSS are to become self-motivated, resourceful, academically literate, complex thinkers, life-long learners who understand their political and social culture, can solve daily problems, contribute to society, and develop positive values.

MSS believes "kids come first." Education is standards-based, rigorous, and personalized.

Education is provided by a community of highly qualified professionals who are committed to student learning. The primary method of instruction is independent study supplemented with seminars, workshops, guest speakers, tutoring, and field trips. These individual and small group activities provide opportunities for basic skills development, career exploration, higher-level thinking skills, interpersonal relationship skills, and enrichment within the core curriculum. MSS students study one subject/course at a time and are required to complete one course every three to four weeks. Within these parameters, students can progress at an individual pace, receiving tutoring or enrichment as needed. MSS students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

Student Enrollment

Group	Enrollment
Number of students	116
African American	8.62%
American Indian or Alaska Native	0.86%
Asian	0%
Filipino	0%
Hispanic or Latino	60.34%
Pacific Islander	2.59%
White (not Hispanic)	21.55%
Multiple or No Response	6.03%
Socioeconomically Disadvantaged	57.6%
English Learners	10%
Students with Disabilities	11%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	11%
Mathematics	0%
Science	2%
History-Social Science	7%

Teachers

Indicator	Teachers
Teachers with full credential	3
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	B
Statewide Rank (from 2008 Base API Report)	N/A
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

The learning centers are exceptionally attractive, clean, safe, and orderly. It is carpeted, air conditioned, and equipped with multiple computers connected to the Internet. A library/media center serves the site, which maintains a revolving collection of fiction, research, and text resources. The centers have a refrigerator and microwave. The resource centers are inspected frequently by facilities staff to ensure that high standards are maintained throughout the school. For more information about the condition of this school's facilities, contact the School Administrator.

Repairs Needed

There are no repairs needed. The facility is regularly inspected for safety and compliance.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$10,834
District	unknown
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	U11

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	School did not have an established an a-g list in 08-09

School Accountability Report Card Reported for School Year 2008-09

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Mirus Secondary School	District Name	Hesperia Unified
Street	14073 Main Street., Suite 103	Phone Number	760-244-4411
City, State, Zip	Hesperia, CA 92345	Web Site	www.hesperia.org
Phone Number	760-244-3764	Superintendent	Mark McKinney
Principal	Mary Searcy Bixby	E-mail Address	Mark.mckinney@hesperia.org
E-mail Address	lalipio@charterschool-sandiego.net	CDS Code	36-75044-0114389

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Mirus Secondary School (MSS) is a replication based on the successful style, format, and well documented accomplishments of Audeo Charter School which is a model for educational reform. Mirus implements a personalized education program to facilitate academic achievement for each student in grades 7-12. MSS offers students a personalized and rigorous academic experience with highly qualified staff in a supportive and safe environment. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

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Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Parents become involved in their children's education at Mirus from the beginning. They are required to attend with their child during the initial orientation. Parents are also a part of the initial meeting with the teacher, when they learn site-specific requirements and, together with the student, discuss the Personalized Educational Plan (PEP). Parents are encouraged to call and make appointments at any time; parents are involved in their child's education on a daily/weekly basis.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	7
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	35
Grade 3	0	Grade 10	29
Grade 4	0	Grade 11	39
Grade 5	0	Grade 12	5
Grade 6	0	Ungraded Secondary	0
Grade 7	1	Total Enrollment	116

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	8.62%	White (not Hispanic)	21.55%
American Indian or Alaska Native	0.86%	Multiple or No Response	6.03%
Asian	0%	Socioeconomically Disadvantaged	57.6%
Filipino	0%	English Learners	10%
Hispanic or Latino	60.34%	Students with Disabilities	11%
Pacific Islander	2.59%		

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The safety plan which is updated, reviewed by school faculty, and approved annually. The report includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes and the school discipline policy. Regular safety drills are conducted.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0	0	0	38.1	32.4	23.9
Expulsions	0	0	0	0.7	0.9	0.7

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The learning centers are exceptionally attractive, clean, safe, and orderly. It is carpeted, air conditioned, and equipped with multiple computers connected to the Internet. A library/media center serves the site, which maintains a revolving collection of fiction, research, and text resources. The centers have a refrigerator and microwave. The resource centers are inspected frequently by facilities staff to ensure that high standards are maintained throughout the school. For more information about the condition of this school's facilities, contact the School Administrator.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X				
Electrical: 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	N/A				
Overall Rating	<i>Exemplary</i>				n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	N/A	1	3	871
Without Full Credential	N/A	0	0	121
Teaching Outside Subject Area of Competence	N/A	1	1	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	67	33
All Schools in District	91.2	8.8
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Library Media Teacher (librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	N/A	N/A
Psychologist	Consultative	N/A
Social Worker	N/A	N/A
Nurse	Consultative	N/A
Speech/Language/Hearing Specialist	Consultative	N/A
Resource Specialist (non-teaching)	.5	N/A
Other	N/A	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	Excellent	0
Mathematics	Excellent	0
Science	Excellent	0
History-Social Science	Excellent	0
Foreign Language	Excellent	0
Health	Excellent	0
Visual and Performing Arts	Excellent	0
Science Laboratory Equipment (grades 9-12)	Excellent	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$10,834	n/a	n/a	\$69,901
District	n/a	n/a	n/a	\$57,552
Percent Difference – School Site and District	n/a	n/a	n/a	+1.2%
State	n/a	n/a	n/a	\$63,458
Percent Difference – School Site and State	n/a	n/a	n/a	+1.1%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

As a 501c3 non-profit corporation, Mirus has full authority and discretion in the management of all its fiscal matters. The latitude to determine the use of funds is accompanied by an obligation to remain revenue neutral and to submit an audited financial report annually to the District. More than half of the funds the school receives go to certificated instructors who work directly with students. Funds are also used for up-to-date instructional materials and technology support.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$42,303	\$42,065
Mid-Range Teacher Salary	\$70,508	\$67,109
Highest Teacher Salary	\$84,610	\$86,293
Average Principal Salary (Elementary)	\$109,838	\$107,115
Average Principal Salary (Middle)	\$112,875	\$112,279
Average Principal Salary (High)	\$131,019	\$122,532
Superintendent Salary	\$163,285	\$216,356
Percent of Budget for Teacher Salaries	39%	39.40%
Percent of Budget for Administrative Salaries	6%	5.50%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	N/A	25	11	N/A	38	42	N/A	46	50
Mathematics	N/A	0	0	N/A	35	38	N/A	43	46
Science	N/A	5	2	N/A	37	40	N/A	46	50
History-Social Science	N/A	15	7	N/A	28	31	N/A	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	12	0	*	8
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	12	0	0	5
Pacific Islander	*	*	*	*
White (not Hispanic)	11	0	7	10
Male	10	0	4	10
Female	11	0	*	3
Economically Disadvantaged	7	0	*	6
English Learners	14	0	*	*
Students with Disabilities	0	0	*	*
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	N/A	*	0.0	N/A	46	42.3	N/A	52.9	52
Mathematics	N/A	*	0.0	N/A	41.8	41.5	N/A	51.3	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	100	0	0	100	0	0
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	100	0	0
Economically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	*	*	*
9	15.8	10.5	7.9

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	N/A	N/A	New school
Similar Schools	N/A	N/A	New school

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	N/A	B	B
African American	N/A	N/A		
American Indian or Alaska Native	N/A	N/A		
Asian	N/A	N/A		
Filipino	N/A	N/A		
Hispanic or Latino	N/A	N/A		
Pacific Islander	N/A	N/A		
White (not Hispanic)	N/A	N/A		
Socioeconomically Disadvantaged	N/A	N/A		
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes

Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	No	Yes
Graduation Rate	No	No

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	n/a	2004-2005
Year in Program Improvement	n/a	Year 3
Number of Schools Currently in Program Improvement	n/a	6
Percent of Schools Currently in Program Improvement	n/a	20%

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)			142.9	6.2	4.9	4.7	3.5	4.4	3.9
Graduation Rate		77.3	U11	77.4	77.3	74.8	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	100	Unknown	N/A
African American	*	Unknown	N/A
American Indian or Alaska Native	*	Unknown	N/A
Asian	*	Unknown	N/A
Filipino	*	Unknown	N/A
Hispanic or Latino	*	Unknown	N/A
Pacific Islander	*	Unknown	N/A
White (not Hispanic)	*	Unknown	N/A
Socioeconomically Disadvantaged	*	Unknown	N/A
English Learners	*	Unknown	N/A
Students with Disabilities	*	Unknown	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

School-to-Career opportunities vary according to the students' goals. Their career aptitudes and interests are discussed with the student and parents and become part of the Personalized Educational Plan (PEP). Twelfth grade students research career paths and post-secondary career options and compile a portfolio as part of a required senior course called "Introduction to Careers." Teachers, career resource speakers, administrators and parents provide assistance in the educational and career decision making process.

Because of the flexibility in this school's schedule, students are able to work while traditional schools are in session, thus accessing a wider range of job opportunities. The school allows students the freedom to participate in community events and encourages them to volunteer. In order to broaden their experience and prepare students for the transition from school to career, students who remain with Mirus until graduation are required to earn two credits in either Service Learning or the Regional Occupational Program (ROP). In this way, students have the chance to experience the world outside school as either volunteers or while learning a vocational skill.

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Ongoing professional development opportunities are incorporated into the Mirus meeting structure for all faculty and staff. To improve student academic achievement and to address the requirements of NCLB, a formal Individual Development Plan (IDP) is created. The plan is to ensure that all teachers' are 100% NCLB compliant, to deepen teachers' content knowledge, and to increase teachers' knowledge of the standards and instructional methods based on student results. In addition, teachers are encouraged to attend seminars and workshops offered by local universities, the San Bernardino County Office of Education (SBCOE), and professional associations. All classified staff participates in regular professional development based on the needs of students and organizational outcomes as outlined in the strategic plan. The school adheres to the requirement for the annual number of school days dedicated to staff development per Education Code 33126(b)(9).