



# School Accountability Report Card Executive Summary

## Altus-Mirus Secondary School

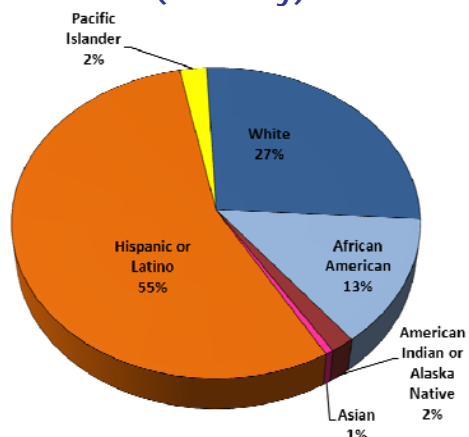
For the 2009-2010 School Year Published During 2010-2011

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Giniese Quann, Program Administrator

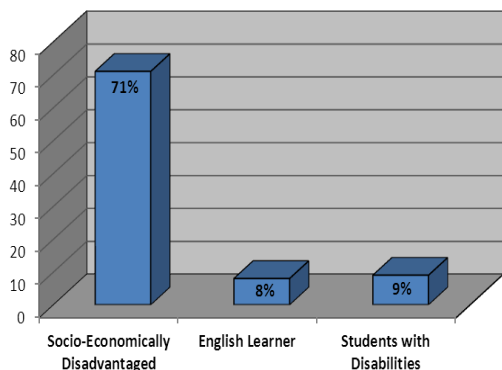
### At A Glance 2009-2010

**School Type:** Charter  
**Instr. Program:** Hybrid  
**Grade level:** 7-12  
**Total Enrollment:** 172  
**Total Teachers:** 5  
**Per pupil expenditure:** \$3,927.64

### Student Enrollment by Group (Ethnicity)



### Student Enrollment by Group (Special Populations)



### About This School

Mirus Secondary School (MSS) is a replication based on the successful style, format, and well documented accomplishments of Altus Network of Charter Schools 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:

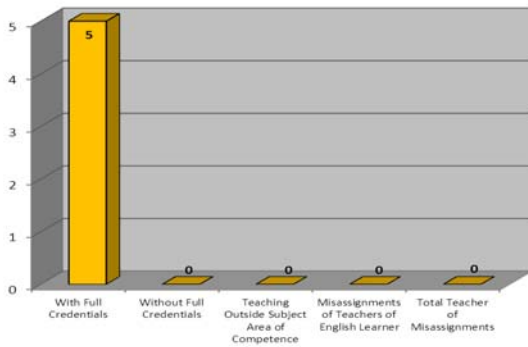
- *Improve academic achievement*
- *Increase the number of students who stay in school*
- *Increase the number of students who earn a high school diploma*
- *Build student leadership skill and improve confidence*
- *Encourage student's sense of civic responsibility*
- *Ensure that students are knowledgeable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

Student Expected Schoolwide Learning Results (ESLRs) at MSS are to become self-motivated, competent, 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.

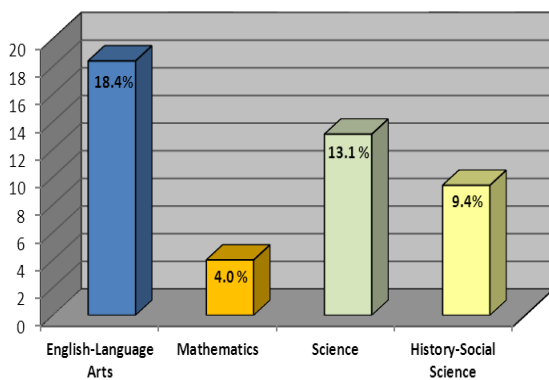
Education is provided by a community of highly qualified professionals who are committed to student learning. The primary method of instruction is independent study supplemented with seminars, workshops, guest speakers, tutoring, and field trips. These individual and small group activities provide opportunities 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. 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.

## Teachers



## Student Performance

### Students Proficient and Above on California Standards Test



## School Completion

| Indicator       | Result |
|-----------------|--------|
| Graduation Rate | 50%*   |

\*small graduating class, 4 students

## Academic Progress

| Indicator   | Result    |
|---|-----------|
| 2010 API Growth Score (from 2010 API Growth Report) | 576       |
| Statewide Rank (from 2009 API Base Report)          | 1*        |
| Similar Schools Rank                                | N/A       |
| 2010-2011 Program Improvement Status (PI Year)      | Not in PI |

## 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 UC or CSU Admission                       | 0%      |

## School Facilities

### Summary of most recent site inspection:

The 2 learning centers are exceptionally attractive, clean, safe, and orderly. All are carpeted, air conditioned, and equipped with multiple computers connected to the Internet. A library/media center serves all the sites, which each maintain a revolving collection of more than 10,000 fiction, research, and text resources. Each site has 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 Program Administrator.

### Repairs needed:

There are no repairs needed. All facilities are 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%  |
| Science Laboratory Equipment | 0%  |

## School Finances

| Level       | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|--|
| School Site | \$3,927.64   |
| State       | \$5,681  |



# School Accountability Report Card

## Altus-Mirus Secondary School

For the 2009-2010 School Year *Published During 2010-2011*

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 at the California Department of Education (CDE) Web site 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.

### The Mission

Mirus Secondary School will implement personalized educational programs to facilitate student achievement. 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.

## I. Data and Access

*DataQuest*, an online data tool at <http://dq.cde.ca.gov/dataquest/> 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.

## II. About This School

### The Vision

The educational community known as Mirus Secondary School is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.

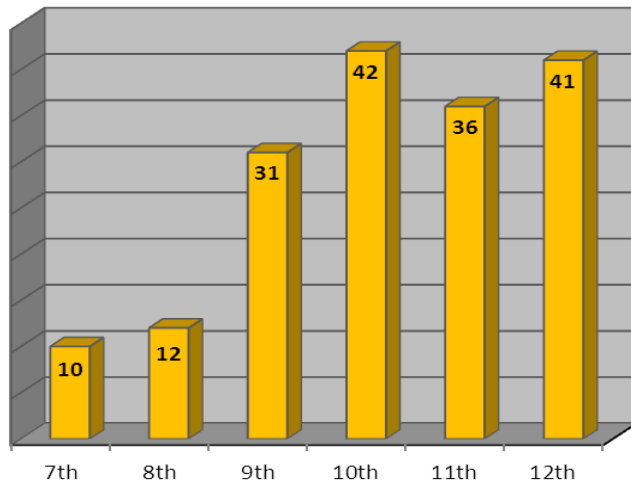
Mirus Secondary School is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform.

Mirus Secondary School is committed to collaborative efforts to improve the quality of life for students, their families, and the San Bernardino community at large.

### Basic Values

- **Kids come first.**
- Education at Mirus is personalized, individualized, and high quality.
- Mirus is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- Mirus uses business principles in managing the school.
- Mirus is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and students learn.
- Mirus employees are accountable for their work.
- People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performance, and commitment to the vision of Mirus.
- Mirus is committed to the improvement of the quality of life for students, their families, and the community at large.

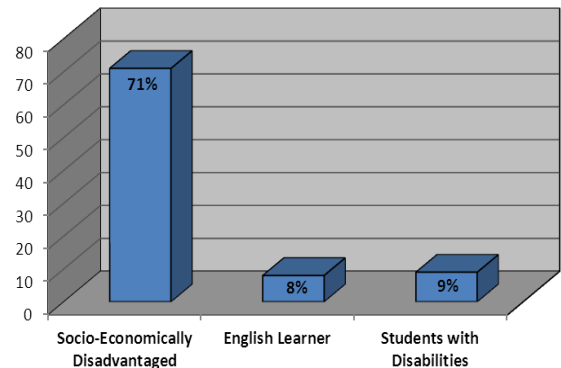
## Student Enrollment by Grade Level Total Enrollment 172



## Opportunities for Parent Involvement

Parents become involved in their children's education at Mirus Secondary School 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. Parents are represented on the school's Board of Directors.

## Student Enrollment by Group (Special Populations)



## III. School Climate

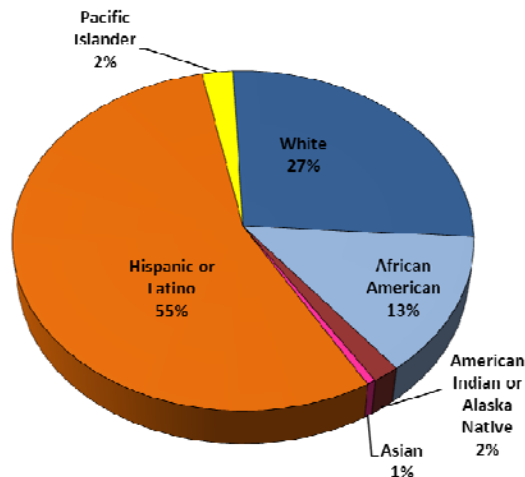
### School Safety Plan

The safety plan which is updated, reviewed by school faculty, and approved annually. The plan 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

| Rate        | 2007-2008 | 2008-2009 | 2009-2010 |
|-------------|-----------|-----------|-----------|
| Suspensions | 0         | 0         | 0         |
| Expulsions  | 0         | 0         | 1         |

## Student Enrollment by Group (Ethnicity)



## IV. School Facilities

### School Facility Conditions and Improvements

The 2 learning centers are exceptionally attractive, clean, safe, and orderly. All are carpeted, air conditioned, and equipped with multiple computers connected to the Internet. A library/media center serves all the sites, which each maintain a revolving collection of more than 10,000 fiction, research, and text resources. Each site has a refrigerator and microwave. The resource centers are inspected frequently by facilities staff to ensure that high standards are maintained. This information is part of the 2009-2010 School Accountability Report Card.

maintained throughout the school. For more information about the condition of this school's facilities, contact the Program Administrator.

## School Facility Good Repair Status

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

| Item Inspected                                  | Repair Status |      |      | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|---|
|   | Good          | Fair | Poor |   |
| Gas Leaks                                       |               |      |      | N/A                                       |
| Mechanical Systems                              |               |      |      | N/A                                       |
| Windows/Doors/Gates (interior and exterior)     | X             |      |      |   |
| Interior Surfaces (walls, floors, and ceilings) | X             |      |      |   |
| Hazardous Materials (interior and exterior)     |               |      |      | N/A                                       |
| Structural Damage                               |               |      |      | N/A                                       |
| Fire Safety                                     | X             |      |      |   |
| Electrical (interior and exterior)              | X             |      |      |   |
| Pest/Vermin Infestation                         | X             |      |      |   |
| Drinking Fountains (inside and outside)         |               |      |      | N/A                                       |
| Restrooms                                       | X             |      |      |   |
| Sewer   |               |      |      | N/A                                       |
| Playground/School Grounds                       |               |      |      | N/A                                       |
| Roofs   | X             |      |      |   |
| Overall Cleanliness                             | X             |      |      |   |

## Overall Summary of School Facility Good Repair Status

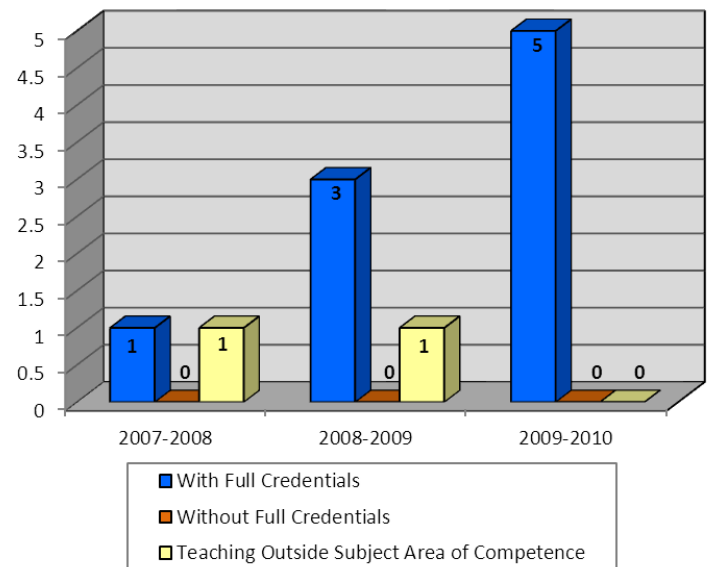
This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected  | Facility Condition |      |      |      |
|-----------------|--------------------|------|------|------|
|                 | Exemplary          | Good | Fair | Poor |
| Overall Summary | X                  |      |      |      |

## V. Teachers

### Teacher Credentials

This chart 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.



### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2007-2008 | 2008-2009 | 2009-2010 |
|--|-----------|-----------|-----------|
| 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

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. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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         | *Pending                                     | *Pending                              |

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

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                              | 0                                | n/a   |
| Library Media Teacher (Librarian)               | 0                                | n/a   |
| Library Media Services Staff (paraprofessional) | 0                                | n/a   |
| Psychologist                                    | 0                                | n/a   |
| Social Worker                                   | 0                                | n/a   |
| Nurse   | 0                                | n/a   |
| Speech/Language/Hearing Specialist              | 0                                | n/a   |
| Resource Specialist (non-teaching)              | 1                                | n/a   |
| Other   | 1                                | n/a   |

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-11)

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 Instructional Materials |
|--|--|---|
| Reading/ Language Arts                     | Standards-based and available to all students                                | 0%  |
| Mathematics                                | Standards-based and available to all students                                | 0%  |
| Science                                    | Standards-based and available to all students                                | 0%  |
| History-Social Science                     | Standards-based and available to all students                                | 0%  |
| Foreign Language                           | Standards-based and available to all students                                | 0%  |
| Health                                     | Standards-based and available to all students                                | 0%  |
| Science Laboratory Equipment (grades 9-12) | Standards-based and available to all students                                | 0%  |

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 salaries at the district and state levels. Detailed information regarding school expenditures can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site                                   | \$3,927.64                   | n/a                                   | n/a                            | \$62,318               |
| District                                      | n/a                          | n/a                                   | n/a                            | \$62,318               |
| Percent Difference - School Site and District | n/a                          | n/a                                   | n/a                            | 0                      |
| State   | n/a                          | n/a                                   | \$5,681                        | \$68,179               |
| Percent Difference - School Site and State    | n/a                          | n/a                                   | n/a                            | n/a                    |

### Types of Services Funded

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

As a 501c3 non-profit corporation, Mirus Secondary School 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 direct instruction, up-to-date instructional materials and technology support.

## Teacher and Administrative Salaries (Fiscal Year 2008-2009)

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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$47,706        | \$42,377                                     |
| Mid-Range Teacher Salary                      | \$67,677        | \$67,677                                     |
| Highest Teacher Salary                        | \$85,413        | 87,102                                       |
| Average Principal Salary (Elementary)         | \$108,340       | \$108,894                                    |
| Average Principal Salary (Middle)             | \$111,336       | \$113,713                                    |
| Average Principal Salary (High)               | \$129,233       | \$124,531                                    |
| Superintendent Salary                         | \$161,078       | \$223,323                                    |
| Percent of Budget for Teacher Salaries        | 39%             | 40.2%  |
| Percent of Budget for Administrative Salaries | 6%              | 5.5%   |

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9 through 11; and history-social science in grades 8 and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small*

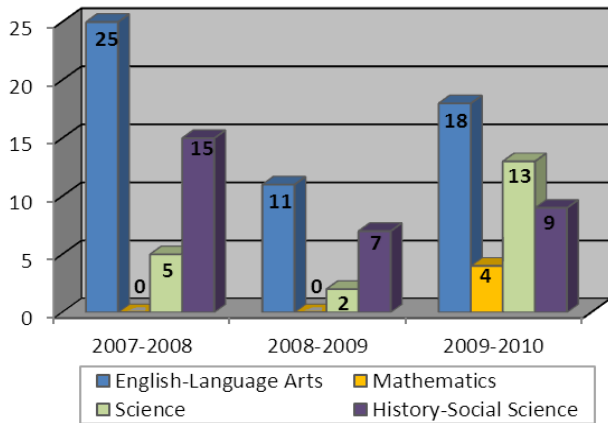
for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 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 CAHSEE Web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 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.

### CST 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).



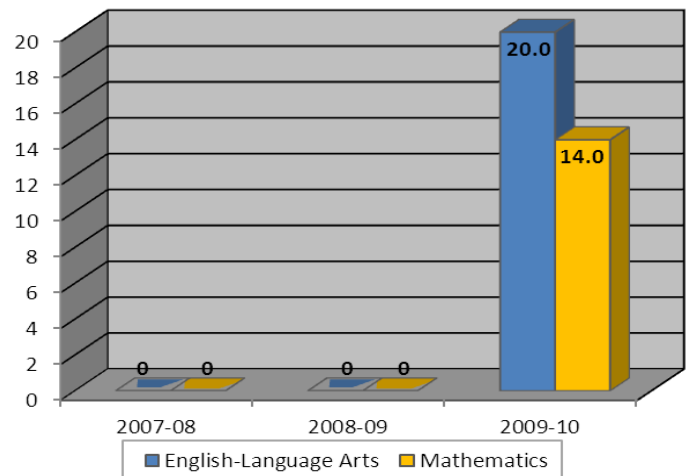
### CST Results by Student Group (Most Recent Year)

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 |      |         |                        |
|---|---|------|---------|------------------------|
|   | ELA   | Math | Science | History-Social Science |
| African American                              | 6   | 6    | 0       | 0                      |
| American Indian or Alaska Native              | *   | *    | *       | *                      |
| Asian   | *   | *    | *       | *                      |
| Filipino                                      | *   | *    | *       | *                      |
| Hispanic or Latino                            | 22  | 4    | 15      | 14                     |
| Pacific Islander                              | *   | *    | *       | *                      |
| White (not Hispanic)                          | 18  | 4    | 17      | 6                      |
| Male  | 17  | 5    | 14      | 17                     |
| Female  | 19  | 3    | 13      | 2                      |
| Economically Disadvantaged                    | 16  | 2    | 14      | 8                      |
| English Learners                              | 11  | 0    | 0       | *                      |
| Students with Disabilities                    | 5   | 0    | 0       | 0                      |
| Students Receiving Migrant Education Services | n/a   | n/a  | n/a     | n/a                    |

### CAHSEE Results for All Students (Three Year Comparison)

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language arts and Mathematics.



## CAHSEE Results by Student Group (Most Recent Year)

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

| Group   | English-Language Arts |            |          |
|---|-----------------------|------------|----------|
|   | Not Proficient        | Proficient | Advanced |
| All Students                                  | 80                    | 11         | 9        |
| Male  | 88                    | 6          | 6        |
| Female  | 72                    | 17         | 11       |
| African American                              | *                     | *          | *        |
| American Indian or Alaska Native              | *                     | *          | *        |
| Asian   | *                     | *          | *        |
| Filipino                                      | *                     | *          | *        |
| Hispanic or Latino                            | 71                    | 18         | 12       |
| Pacific Islander                              | *                     | *          | *        |
| White (not Hispanic)                          | *                     | *          | *        |
| English Learners                              | *                     | *          | *        |
| Socioeconomically Disadvantaged               | 80                    | 10         | 10       |
| Students Receiving Migrant Education Services | *                     | *          | *        |
| Students with Disabilities                    | *                     | *          | *        |

| Group   | Mathematics    |            |          |
|---|----------------|------------|----------|
|   | Not Proficient | Proficient | Advanced |
| All Students                                  | 86             | 14         | 0        |
| Male  | 88             | 13         | 0        |
| Female  | 85             | 15         | 0        |
| African American                              | *              | *          | *        |
| American Indian or Alaska Native              | *              | *          | *        |
| Asian   | *              | *          | *        |
| Filipino                                      | *              | *          | *        |
| Hispanic or Latino                            | 83             | 17         | 0        |
| Pacific Islander                              | *              | *          | *        |
| White (not Hispanic)                          | *              | *          | *        |
| English Learners                              | *              | *          | *        |
| Socioeconomically Disadvantaged               | 87             | 13         | 0        |
| Students Receiving Migrant Education Services | *              | *          | *        |
| Students with Disabilities                    | *              | *          | *        |

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 at the 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 10 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 |
|-------------|---|
| 7           | 7.7%  |
| 9           | 10.3%   |

## 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 Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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        | 2007-08 | 2008-09    | 2009-10 |
|-----------------|---------|------------|---------|
| Statewide       | N/A     | New School | 1*      |
| Similar Schools | N/A     | New School | N/A     |

### API Changes 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 |         |         | API Score 2010 |
|----------------------------------|-------------------|---------|---------|----------------|
|                                  | 2007-08           | 2008-09 | 2009-10 |                |
| All Students at the School       |                   | B       | 61      | 576            |
| African American                 |                   |         |         |                |
| American Indian or Alaska Native |                   |         |         |                |
| Asian                            |                   |         |         |                |
| Filipino                         |                   |         |         |                |
| Hispanic or Latino               |                   |         |         |                |
| Pacific Islander                 |                   |         |         |                |
| White (not Hispanic)             |                   |         |         |                |
| Socioeconomically Disadvantaged  |                   |         |         | 572            |
| English Learners                 |                   |         |         |                |
| Students with Disabilities       |                   |         |         |                |

### 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 English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria (School Year 2009-10)

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

| AYP Criteria                               | School |
|--|--------|
| Overall                                    | Yes    |
| Participation Rate - English-Language Arts | Yes    |
| Participation Rate - Mathematics           | Yes    |
| Percent Proficient - English-Language Arts | Yes    |
| Percent Proficient - Mathematics           | Yes    |
| API  | Yes    |
| Graduation Rate                            | N/A    |

### Federal Intervention Program

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 (English-language arts 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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator   | School    |
|---|-----------|
| Program Improvement Status                          | Not in PI |
| First Year of Program Improvement                   | N/A       |
| Year in Program Improvement                         | N/A       |
| Number of Schools Currently in Program Improvement  | N/A       |
| Percent of Schools Currently in Program Improvement | N/A       |

# XI. School Completion and Postsecondary Preparation

# Completion of High School Graduation Requirements

## Admission Requirements for California 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 University of California Web site at <http://www.universityofcalifornia.edu/admission/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 site at <http://www.calstate.edu/admission/>.

### Dropout Rate and Graduation Rate

Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator             | School  |         |         |
|-----------------------|---------|---------|---------|
|                       | 2006-07 | 2007-08 | 2008-09 |
| Dropout Rate (1-year) |         | 142.9   | 12.0%   |
| Graduation Rate       | 77.3    | U11     | 50%*    |

\*small graduating class

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, as evidenced by that school year’s October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

| Group                              | Graduating Class of 2010 |
|------------------------------------|--------------------------|
|                                    | School                   |
| All Students (including GED/CHSPE) | 41%                      |
| Diploma                            | 41%                      |
| GED/CHSPE                          | 0%                       |
| African American                   | N/A                      |
| American Indian or Alaska Native   | N/A                      |
| Asian                              | N/A                      |
| Filipino                           | N/A                      |
| Hispanic or Latino                 | 30%                      |
| Pacific Islander                   | N/A                      |
| White (not Hispanic)               | 67%                      |
| Socioeconomically Disadvantaged    | 36%                      |
| English Learners                   | N/A                      |
| Students with Disabilities         | N/A                      |

## Career Technical Education Programs

Mirus is sponsored by the San Bernardino Chamber of Commerce Business Roundtable for Education in partnership with Labor’s Community Service Agency, and San Bernardino City Schools. 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.” Counselors, 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 at Mirus Secondary School 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.

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 clerical and non-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).

## Courses for University of California and/or California State University Admission

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Indicator   | Result |
|---|--------|
| Students Enrolled in Courses Required for UC/CSU Admission        | 99.3%  |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 0%     |

## XII. Instructional Planning and Scheduling

### Professional Development

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