

2018-19

LOCAL CONTROL & ACCOUNTABILITY PLAN SUMMARY

We are on a mission to transform the lives of students! As of 2017-18, Mirus is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. DASS schools must have an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. The Percent of students who qualify as high-risk (DASS) 71%.

661  **Students**
served in 2017-2018

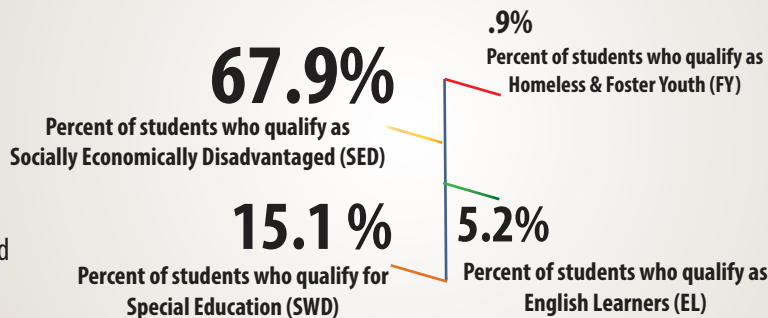


3 **RESOURCE CENTERS**

In the communities of Hesperia, Palm Desert, and West Covina.

51 
GRADUATES

Students who successfully completed high school requirements: diploma, GED, HiSet.



Our Measures:

- Participation Rates
- Suspension & Expulsion Rates
- EL Progress & Proficiency Rates
- Drop-Out Rates
- Student and Parent Engagement & Satisfaction Rates
- Achievement Rates: SBAC & MAP Assessments
- CCA Standards Alignment
- Professional Development and Training Participation

100%
of parents report satisfaction with **School Safety**

84.7%
Participation Rate (Cumulative participate on enrollment)

92%
Students enrolled for 3 months reported an **INCREASE** in **CONFIDENCE**

0% **Expulsion Rate** | **0%** **Suspension Rate**

STAKEHOLDER ENGAGEMENT

All stakeholders of the school had representatives involved in the development of the 2018 LCAP. The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. Each student has a Pathways Personalized Education Plan (PPEP) to engage each student in their academic goals. In addition to the weekly and monthly PPEP meetings, stakeholders of the school have many opportunities, and are encouraged, to be involved and participate in the decision making process of the school and the development of the LCAP.

20+ Meetings | 300+ Student, Parent, Staff Survey Respondents | 6+ Resource Center Events

The Mirus Difference

From 2010-2018 Mirus has decreased its overall dropout rate from 7.7% to 1.4%. This is an outstanding achievement given that the majority of Mirus students enroll behind in credits, not on track to graduate within 4 years, 2-3 grade levels behind in English, and 2-4 grade levels behind in math.



MIRUS
SECONDARY SCHOOL

2018-19

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ABOUT THE LCAP

California's Local Control Accountability Formula (LCFF) provides base, supplemental, and concentration (S&C) funds to school districts and direct funded charter schools.

S&C Funds are the funds targeted to improve outcomes for all students—targeted primarily for English Learners, foster youth and low income students.

The Local Control Accountability Plan (LCAP) details how schools will allocate funds, aligned to state and local priorities, to increase student achievement.

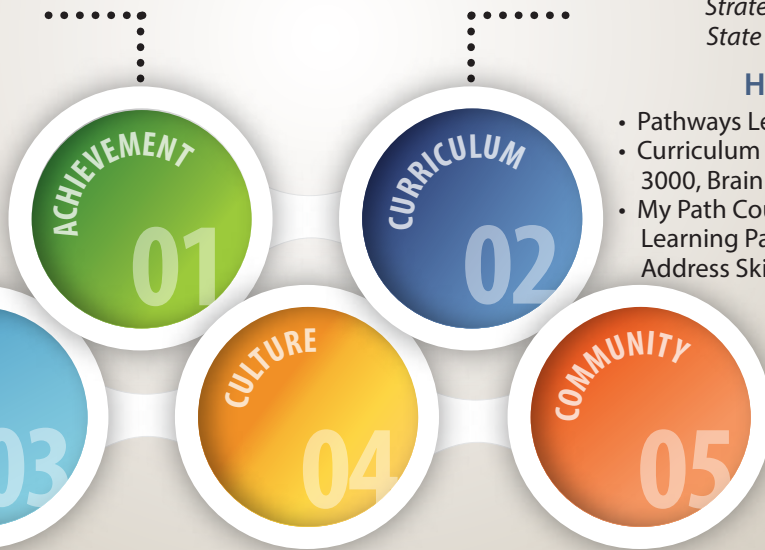
LCFF Entitlement for FY 2018-19 is \$2,745,397.

OUR GOALS

Aligned to:
Strategic Initiatives 4, 8
State Priorities 4, 5

HIGHLIGHTS

- Data Integration Systems (NWEA, Illuminate, Naviance)
- Multi-tiered System of Supports (MTSS): The Intervention and Diversion Program
- English Learner Achievement Department (ELAD)
- Math Tutoring Focused on Standards & Key Claims and Targets



Aligned to:
Strategic Initiatives 4, 8
State Priorities 1, 2, 4, 7

HIGHLIGHTS

- Pathways Learning Lead
- Curriculum Enhancements: Achieve 3000, BrainPOP ESL
- My Path Courses: Individual Learning Paths in ELA and Math to Address Skill Gaps

Aligned to:
Strategic Initiatives 5, 6
State Priorities 1, 2, 8

HIGHLIGHTS

- Leading Edge Certification
- GATE Certification
- Math Specialist
- Altus University Parent Trainings
- Trauma Informed Practices for Schools (TIPS)

Aligned to:
Strategic Initiatives 3, 10
State Priorities 1, 3, 6

HIGHLIGHTS

- School Safety Committee & Safety Plan
- Health & Nursing Department
- School Social Work/ School Counseling Services
- Nutrition Program

Aligned to:
Strategic Initiatives 1, 2, 3, 9, 11
State Priorities 1, 3, 5, 6

HIGHLIGHTS

- Meaningful Parent Engagement
- Innovative Resource Centers
- Formal Community Partnerships
- Marketing Plan

OUR NEEDS

- Increase academic achievement in English and math
- Refine measures of evaluating English Learner progress and proficiency
- Improve and increase supports, services and resources for student groups (ELs, LI, Homeless and Foster Youth) to close the achievement gap

The 2018 LCAP highlights the school's priority to transform student lives. The development of the LCAP aligns to the school's strategic planning process. Stakeholder input is analyzed, along with student demographics, achievement data and the Vision, Mission, and Values, to identify the key initiatives and goals that will guide the prioritization of all actions and services to meet the needs of our students in service of achievement.

