

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Aaron Smith, Learning Lead

Principal, Mirus Secondary

About Our School

Mirus Secondary School is an independent study program for students in grades 7-12. Mirus implements a personalized education program to facilitate academic achievement. Mirus 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.

Mirus 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. Mirus' 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**

Mirus 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 online courses, guest speakers, tutoring, and field trips. Mirus students study one subject/course at a time. Within these parameters, students can progress at an individual pace, receiving tutoring or enrichment as needed. Mirus students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

Please Note: Mirus Secondary School is a DASS school and does not receive Statewide or Similar Schools ranks. As an alternative option, students enroll with Mirus to address credit deficiencies before returning to

a traditional school or may choose to complete the GED or HiSET, which are not factored into the four-year cohort graduation rate.

Contact

*Mirus Secondary
14135 Main St., Ste. 201
Hesperia, CA 92345-4675*

*Phone: 760-947-7100
E-mail: info@miruscharter.com*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Hesperia Unified
Phone Number	(760) 244-4411
Superintendent	David Olney
E-mail Address	david.olney@hesperiausd.org
Web Site	www.hesperiausd.org

School Contact Information (School Year 2018—19)	
School Name	Mirus Secondary
Street	14135 Main St., Ste. 201
City, State, Zip	Hesperia, Ca, 92345-4675
Phone Number	760-947-7100
Principal	Aaron Smith, Learning Lead
E-mail Address	info@miruscharter.com
Web Site	www.miruscharter.com
County-District-School (CDS) Code	36750440114389

Last updated: 2/1/2019

School Description and Mission Statement (School Year 2018—19)

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 community it serves.

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.

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

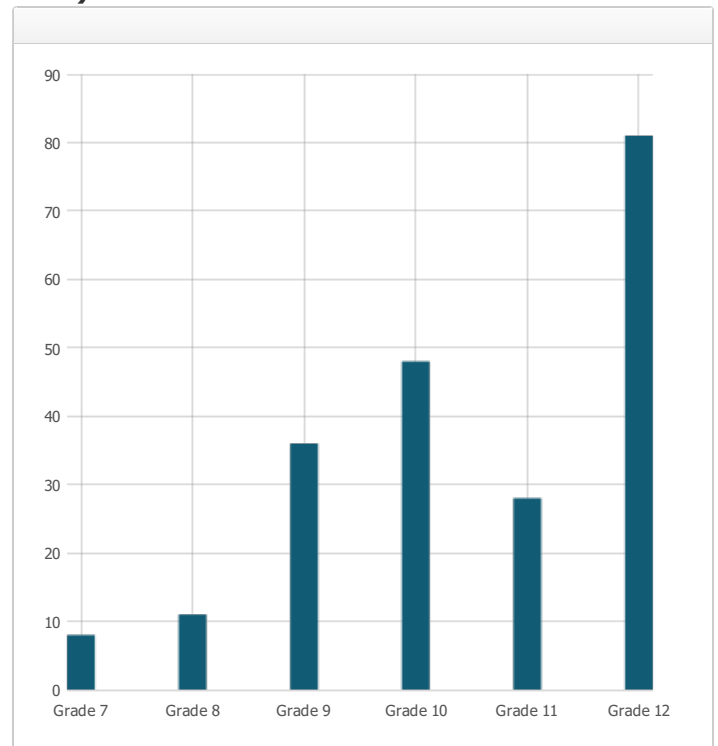
ratio, auditability, quality, performance, and commitment to the vision of Mirus.

- Mirus is committed to the improvement of the quality of life for students, their families, and the community it serves.

Last updated: 2/1/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 7	8
Grade 8	11
Grade 9	36
Grade 10	48
Grade 11	28
Grade 12	81
Total Enrollment	212



Last updated: 2/1/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	5.2 %
American Indian or Alaska Native	%
Asian	1.4 %
Filipino	0.9 %
Hispanic or Latino	63.7 %
Native Hawaiian or Pacific Islander	%
White	23.6 %
Two or More Races	4.7 %
Other	0.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.9 %
English Learners	5.2 %
Students with Disabilities	15.1 %
Foster Youth	%

A. Conditions of Learning

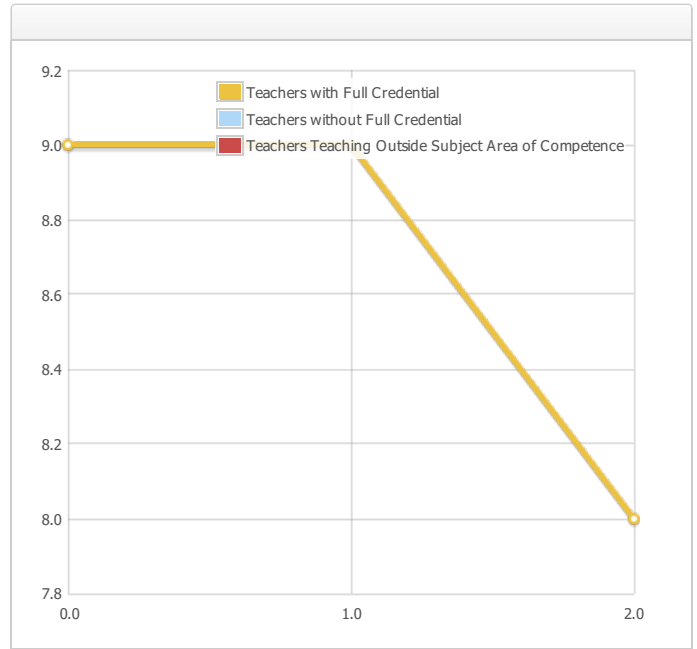
State Priority: Basic

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

Teacher Credentials

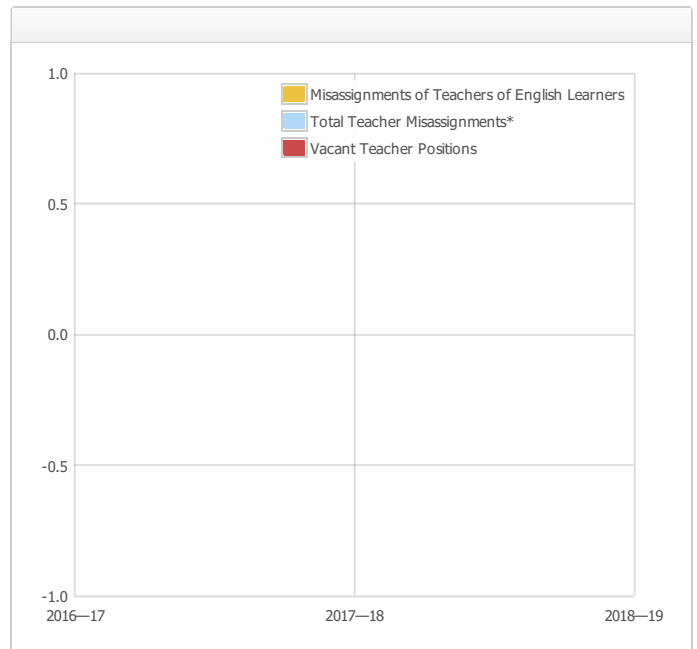
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	9	9	8	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 2/1/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2019

School Facility Conditions and Planned Improvements

Mirus Secondary School's resource centers are exceptionally attractive, clean, safe, and orderly. Every resource center is fully equipped with student computers linked to the internet, teacher laptop computers, audio-visual equipment, individual teacher telephones, bookshelves, textbooks, storage, alarm systems, smoke detectors, tables, chairs, and teacher desks.

Last updated: 2/1/2019

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Mirus Secondary School is designated by the state as a Dashboard Alternative School Status (previously ASAM) school. DASS schools have at least 70% of the school's total enrollment comprised of groups that are at high risk of dropping out of school. These groups include students who are suspended, expelled, wards of the court, pregnant/parenting, recovered dropouts, and/or habitually truant.

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	40.0%	44.0%	33.0%	34.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	14.0%	14.0%	21.0%	22.0%	37.0%	38.0%

Note: 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.

Note: 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.

Last updated: 2/1/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	63	94.03%	44.44%
Male	36	34	94.44%	38.24%
Female	31	29	93.55%	51.72%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	45	42	93.33%	47.62%
Native Hawaiian or Pacific Islander				
White	13	13	100.00%	38.46%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	40	37	92.50%	48.65%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

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

Last updated: 2/1/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	64	94.12%	14.06%
Male	36	34	94.44%	14.71%
Female	32	30	93.75%	13.33%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	45	42	93.33%	16.67%
Native Hawaiian or Pacific Islander				
White	14	14	100.00%	7.14%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	40	37	92.50%	--
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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.

Note: 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.

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

Last updated: 2/1/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/1/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

Career Technical Education (CTE) opportunities vary according to the students' goals. Their career aptitudes and interests are discussed with the student and parents and become part of the Pathways Personalized Educational Plan (PPEP). Mirus offers more than 20 CTE courses in either an independent study or online environments. Eleventh and twelfth grade students research career paths and post-secondary career options to compile an electronic portfolio as part of a required senior course called "Pathways Exhibition". 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, which broadens the range of job opportunities available. 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 in our state approved General Work Experience Education (WEE) courses. In this way, students have the chance to experience the world outside school as either volunteers or while learning a vocational skill on their path to becoming College and Career Ready.

Last updated: 2/1/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	64
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 2/1/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

Mirus maintains a comprehensive course list of UC A-G approved courses. The majority Mirus' high school students enrolling are behind in credits and not on track to graduate with their 4-year cohort. The majority enroll with courses completed at their previous school that did not meet the UC A-G requirements.

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	87.3%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	--	--	--
9	21.1%	21.1%	7.9%

Note: 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.

Last updated: 2/1/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents become involved in their children's education at Mirus Secondary School from the beginning. Parents are a part of the initial meeting with the teacher, when they learn school requirements. Together with the student, they develop each student's unique Pathways Personalized Educational Plan (PPEP). 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 encouraged to give feedback through the annual LCAP parent survey, open houses, senior exit orientation meetings, master agreement signings, board meetings, and graduation.

State Priority: Pupil Engagement

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

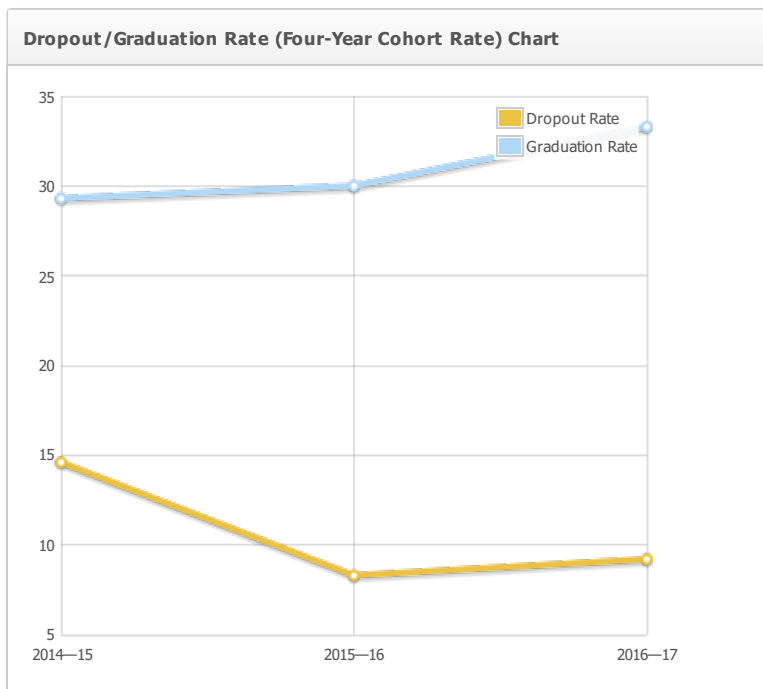
- High school dropout rates; and
- High school graduation rates

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

Please Note: Mirus Secondary School is a DASS school. As an alternative option, many students enroll with Mirus to address credit deficiencies before returning to a traditional school or deciding to stay with Mirus to complete their coursework. Often these students are not on track to graduate with their four-year cohort.

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	14.6%	8.3%	9.0%	4.6%	10.7%	9.7%
Graduation Rate	29.3%	30.0%	87.2%	91.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	9.2%	3.5%	9.1%
Graduation Rate	33.3%	90.0%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/1/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Please Note: Mirus Secondary School is a DASS school. As an alternative option, many students enroll with Mirus to address credit deficiencies before returning to a traditional school or deciding to stay with Mirus to complete their coursework. Often these students are not on track to graduate with their four-year cohort.

Student Group	School	District	State
All Students	50.9%	93.1%	88.7%
Black or African American	66.7%	92.8%	82.2%
American Indian or Alaska Native	0.0%	90.9%	82.8%
Asian	100.0%	90.3%	94.9%
Filipino	0.0%	100.0%	93.5%
Hispanic or Latino	47.6%	93.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	85.7%	88.6%
White	44.8%	95.3%	92.1%
Two or More Races	60.0%	88.2%	91.2%
Socioeconomically Disadvantaged	47.9%	100.0%	88.6%
English Learners	50.0%	83.8%	56.7%
Students with Disabilities	46.7%	93.7%	67.1%
Foster Youth	0.0%	100.0%	74.1%

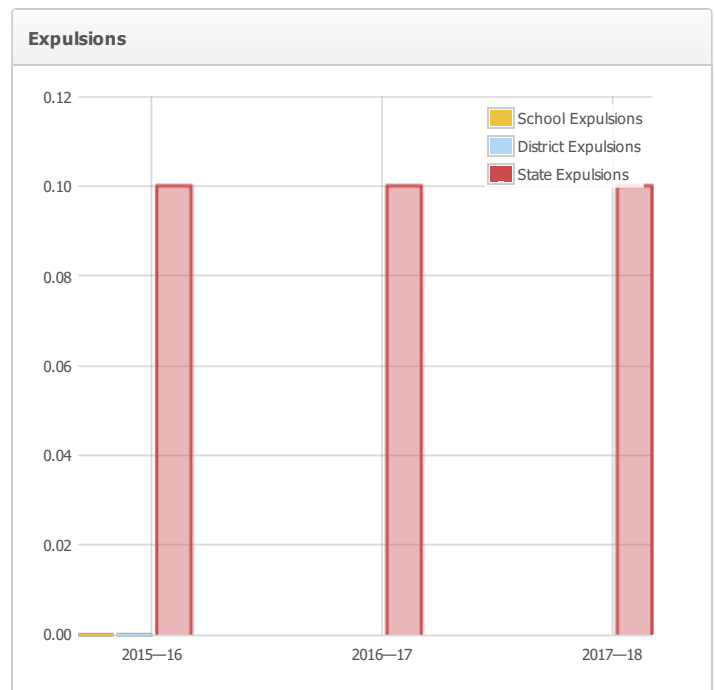
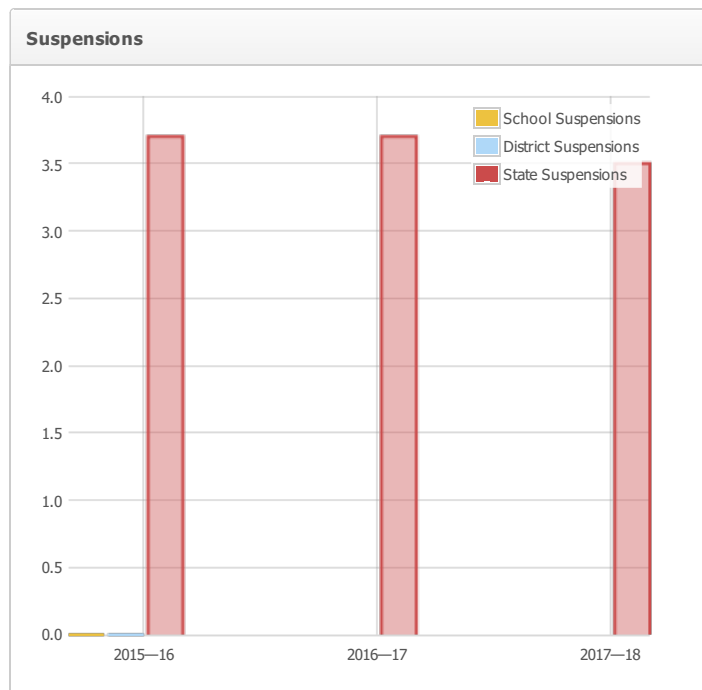
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	--	--	--	--	3.7%	3.7%	3.5%
Expulsions	--	--	--	--	--	--	0.1%	0.1%	0.1%



Last updated: 2/1/2019

School Safety Plan (School Year 2018—19)

The safety plan is updated and approved annually. It includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, lockdown procedures, loitering law, going to and from school safely, zero tolerance policy, emergency resource information, emergency disaster kit, and emergency quick reference guide. A sexual harassment policy, child abuse reporting procedures, school dress codes and the school discipline policy are also included. Regular safety drills are conducted and recorded three times per year.

Last updated: 2/1/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	212.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

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

*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.

Last updated: 2/1/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10534.0	\$1208.0	\$9326.0	--
District	N/A	N/A	--	\$77743.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

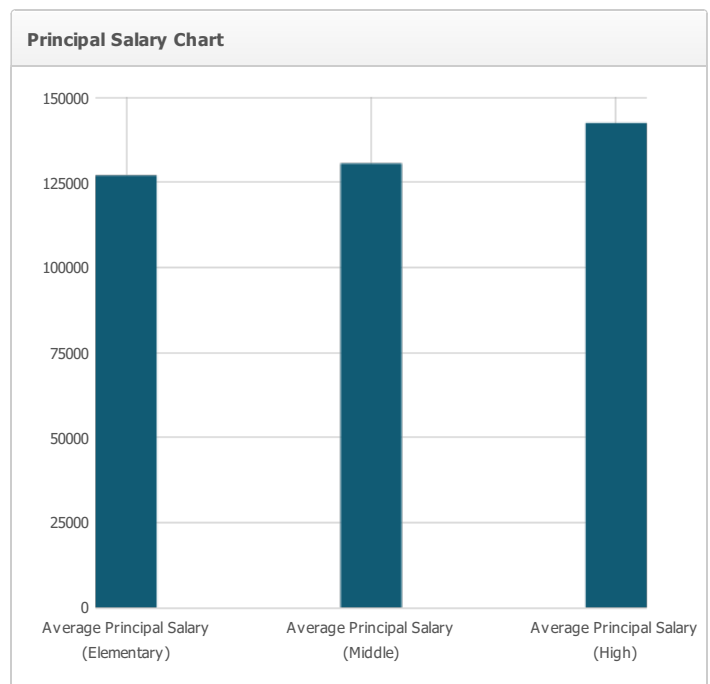
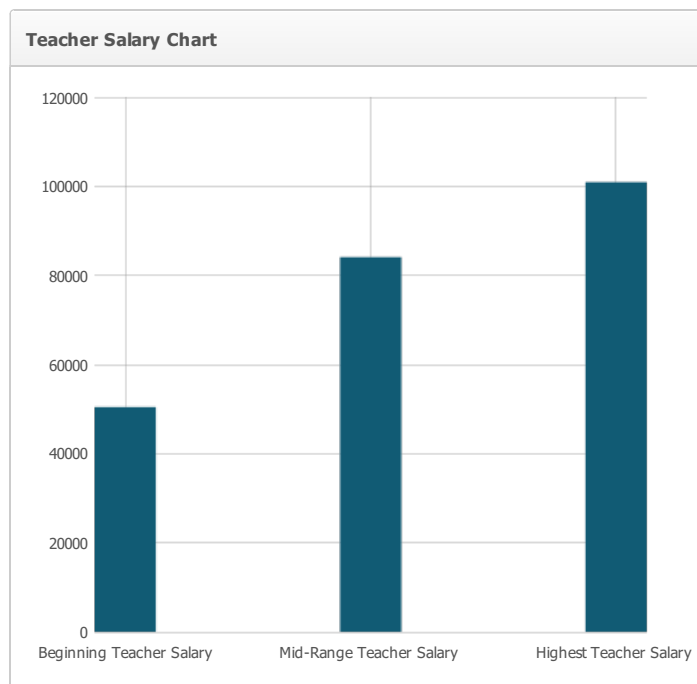
As a 501c3 non-profit corporation, Mirus Education, Inc. has full authority and discretion in the management of all its fiscal matters. The latitude to determine the use of funds is accompanied by an obligation to remain revenue neutral and to submit an audited financial report annually to the District.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

Last updated: 2/1/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,458	\$47,903
Mid-Range Teacher Salary	\$84,096	\$74,481
Highest Teacher Salary	\$100,917	\$98,269
Average Principal Salary (Elementary)	\$127,005	\$123,495
Average Principal Salary (Middle)	\$130,517	\$129,482
Average Principal Salary (High)	\$142,404	\$142,414
Superintendent Salary	\$195,473	\$271,429
Percent of Budget for Teacher Salaries	35.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	6	2.4%

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

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2019

Professional Development

Mirus Secondary School offers its workforce a comprehensive professional development system. The system is based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. In short, the plan provides a school within a school for the purposes of teaching and learning to deepen teachers' content knowledge, and to increase teachers' knowledge of the standards and instructional methods based on student results in an independent study environment. It was designed to fulfill Mirus' professional development needs to produce a rigorous academic and professional experience for teachers, clerical and classified staff. In addition, all personnel are encouraged to attend seminars and workshops offered by local universities, the San Bernardino County Office of Education (SBCOE), and professional associations. Staff participates in regular professional development based on the needs of students and organizational outcomes as outlined in the Strategic Plan and the Local Control Accountability Plan. At a holistic level, Mirus' professional development also provides support for all employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance. The school adheres to the requirement for the annual number of school days dedicated to staff development per Education Code 33126(b)(9).

Last updated: 1/30/2019