

# MIRUS SECONDARY SCHOOL

## **Charter Renewal Petition**

**Submitted to the Hesperia Unified School District Board of  
Education  
September 6, 2016**

**Charter Term: July 1, 2017 – June 30, 2024**

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## Affirmations and Declaration

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I, Mary Searcy Bixby, hereby certify that the information submitted in this petition for renewal of a California public charter school named Mirus Secondary School (“Mirus” or the “Charter School”), operated by Audeo Charter School (“Audeo”) a California nonprofit corporation, and authorized by the Hesperia Unified School District (the “District”), is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Audeo declares that it shall be deemed the exclusive public school employer of the employees of Mirus Secondary School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605(d)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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Mary Searcy Bixby, President  
Board of Directors  
Mirus Secondary School

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Date

# Introduction

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## **BACKGROUND**

Hesperia Unified School District approved a charter for Mirus Secondary School on March 19, 2007 for a term through June 30, 2012. Subsequently, the District Board of Education has approved the renewal of the Mirus Secondary School for an additional five-year term, from July 1, 2011 through June 30, 2016.

Since its inception Mirus Secondary School has been operated by Altus-Mirus, Inc., a California non-profit public benefit corporation. Effective July 1, 2022, Mirus Secondary School shall be operated by Audeo. The Audeo corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of §501(c)(3) of the Internal Revenue Code.

Mirus Secondary School has been fully accredited by the Western Association of Schools and Colleges (WASC). Full accreditation was granted in April 2011. Mirus received a six-year accreditation through June 30, 2017. [[See Appendix A](#)].

Mirus Secondary School has an established University of California (UC) a-g course list [[See Appendix B](#)].

Mirus Secondary School has an established National Collegiate Athletic Association (NCAA) course list [[See Appendix C](#)].

## **ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM**

Mirus Secondary School (“Mirus”) is an independent study, academic intervention program serving grades 7 through 12. Every Mirus student enjoys the benefits of a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Mirus teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

Mirus serves a unique student population. Students choose to enroll at Mirus because they have not been successful in the traditional school system. Approximately, 55 percent of Mirus students in grades 7-12 are credit deficient upon enrollment, 72 percent are socio-economically disadvantaged and 68 percent represent a minority student population. Additionally, approximately 16 percent have been identified as Special Education students.

The focus of Mirus is to improve student learning, offer a safe learning environment, and provide highly qualified faculty and staff to a majority high-risk student population. Mirus students are offered access to specially trained teachers who are held directly accountable for their students’ progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

Some of Mirus’ accomplishments over the current charter term include:

- Despite having students enter Mirus on average 3 grade levels behind in reading and 4 grade levels behind in math, an overall increased number of Mirus students over the past 5 years have been meeting their NWEA growth targets [See Figures 2-3].
- In the last five years, more than 259 Mirus students (majority not on track to graduate) have completed their high school requirements by receiving a diploma (252), passing the GED (6) or passing the CHSPE (1) [See Figure 4].
- From 2010-2015 Mirus decreased its overall dropout rate from 7.7% to 2.7%. This is an outstanding achievement given that the majority of Mirus students enroll behind in credits, not on track to graduate within 4 years, 3 grade levels behind in English, and 4 grade levels behind in math. This includes low dropout rates for subgroups in 2014-2015 such as; Hispanic (4.7%), African American (0%), and White (0%), which compared favorably to similar schools within the District [See Figures 5-8].
- Despite Mirus students entering on average 3 grade levels behind in reading and 4 grade levels behind in math, in 2015 nearly 70 percent of Mirus 10<sup>th</sup> graders passed Math portion of the California High School Exit Exam and 80 percent passed the ELA portion [See Figures 13-20].
- Mirus continues to provide a safe and supportive learning environment for all the students it serves. Mirus' educational setting allows students to focus on academics and learn positive behaviors. Mirus' suspension and expulsion rates remain at 0 percent, which compares favorably to similar schools within the District, the District, the County and the State [See Figures 13-14].
- Mirus annually surveys its parents and students as one of many ways to gather feedback on their experience at Mirus. Overwhelmingly, Mirus students and parents continue to indicate their satisfaction with Mirus [See Figures 14-27].
- For the last four years, Mirus students are indicating a dramatic increase in self-confidence after just 90 days of enrollment. Overall, the results in 90 days yield, on average, a 25% increase in confidence from when students first start at Mirus [See Figures 28-34].
- In May 2011, Mirus received a full 6-year Western Association of Schools and Colleges (WASC) term. This is the longest term granted by WASC. In the accreditation determination letter, WASC noted, "Please accept our congratulations on the quality of instruction being offered in your school" [See Appendix A].
- The University of California (UC) has approved several new and revised Mirus courses during the current charter term [See Appendix B].
- The National Collegiate Athletic Association (NCAA) has approved several new and revised Mirus courses during the current charter term [See Appendix C].
- All Mirus Advanced Placement (AP) courses have been approved by the College Board Audit Administrators [See Appendix D].
- Mirus was given the CALPADS Data Management Recognition Award in 2014-2015 for quality of data management [See Appendix E].
- In June 2014, Mirus' Technology Plan was approved by the California Department of Education [See Appendix F].
- In Spring 2015, Mirus' Work Experience program was approved by the California Department of Education [See Appendix G].
- Mirus' Local Control Accountability Plan (LCAP) was developed and unanimously approved by its Board of Directors [See Appendix H].

- Mirus has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. In May 2013 Mirus was granted 100 percent state funding by the State Board of Education for 4 years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for ASAM schools [See Appendix I].

## **CHARTER RENEWAL CRITERIA**

### **Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)**

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

The following shall serve as documentation confirming that Mirus Secondary School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(5) [See Appendix J].

Mirus Secondary School has met the criterion listed in Education Code Section 47607(b)(5), having qualified for an alternative accountability system pursuant to Education Code Section 52052(h). Since the 2009-2010, Mirus Secondary School has been approved to participate in the Alternative School Accountability Model (ASAM). Schools are eligible to participate in ASAM if at least 70% of student enrollment is comprised of high risk groups. High risk groups include the following:

- Expelled students
- Students suspended more than 10 days in one school year

- Wards of the Court or dependents of the court
- Pregnant and/or parenting students
- Recovered drop-outs
- Habitual truants
- Habitually insubordinate or disorderly students
- Students retained more than once during grades K-8

### **Additional Justification for Charter Renewal**

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

Furthermore, Education Code Section 47607(a)(3) states:

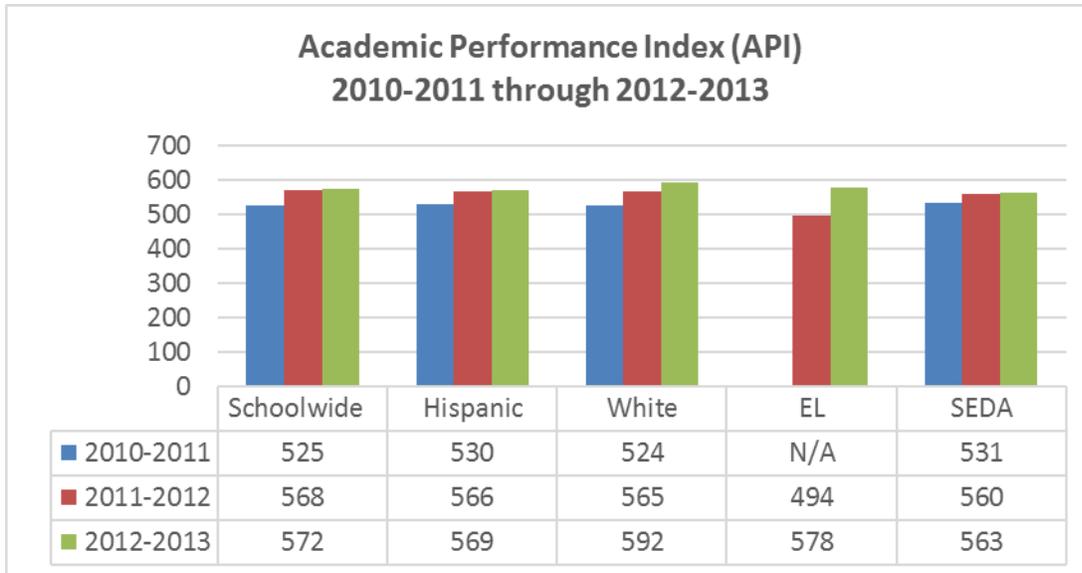
The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

As detailed in the sections below, Mirus Secondary School has shown increases in pupil academic achievement through the most recent API calculation and “alternative measures” pursuant to Education Code Section 52052. As an ASAM school Mirus compares itself with other District schools that serve a demographically similar population. Those demographics include but not limited to; ethnicity, socio-economic status, and grade level enrollment and academic deficiencies. Given Mirus’ instructional design and target population, it is most appropriate to compare Mirus with alternative school designs because they are similar in demographics and in the referral process by traditional school counselors for students seeking an alternative educational setting.

In the last three years that an API measure was issued, Mirus’ API increased overall and by subgroup for each significant subgroup as indicated in the charts below.

# Mirus Secondary School Academic Achievement Data

## API Results

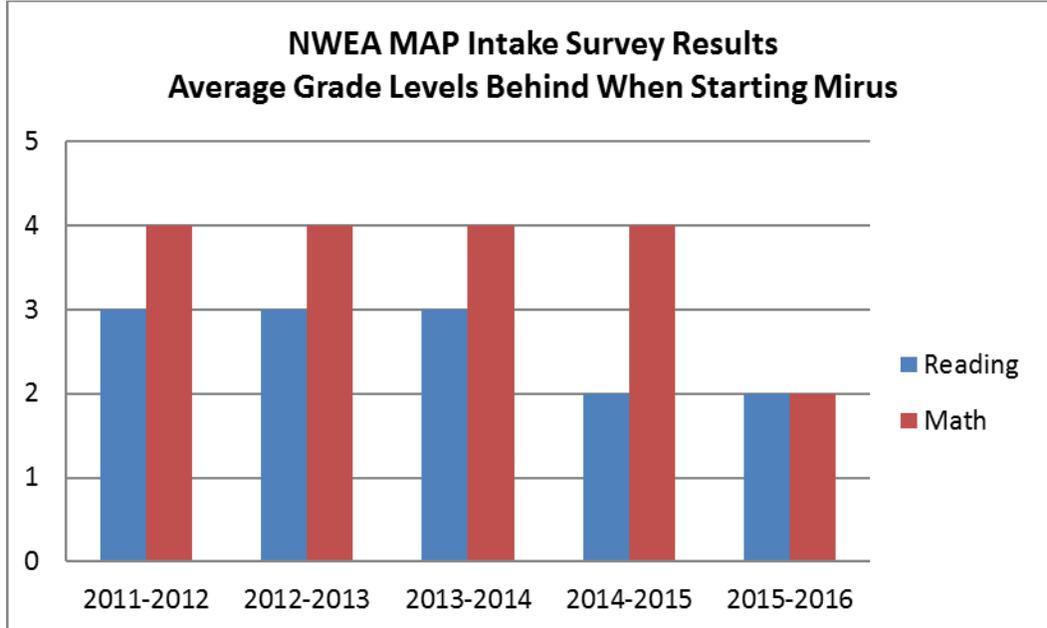


*Figure 1. Mirus Academic Performance Index (API) 2010-2011 through 2012-2013*

Mirus' API saw tremendous growth the last three years a measure was issued. Mirus' 2013 Growth API was a 572. Its schoolwide growth increased by 47 points from 2010-2011 to 2012-2013. Additionally, Mirus has successfully increased its API Growth for several of its significant subgroups:

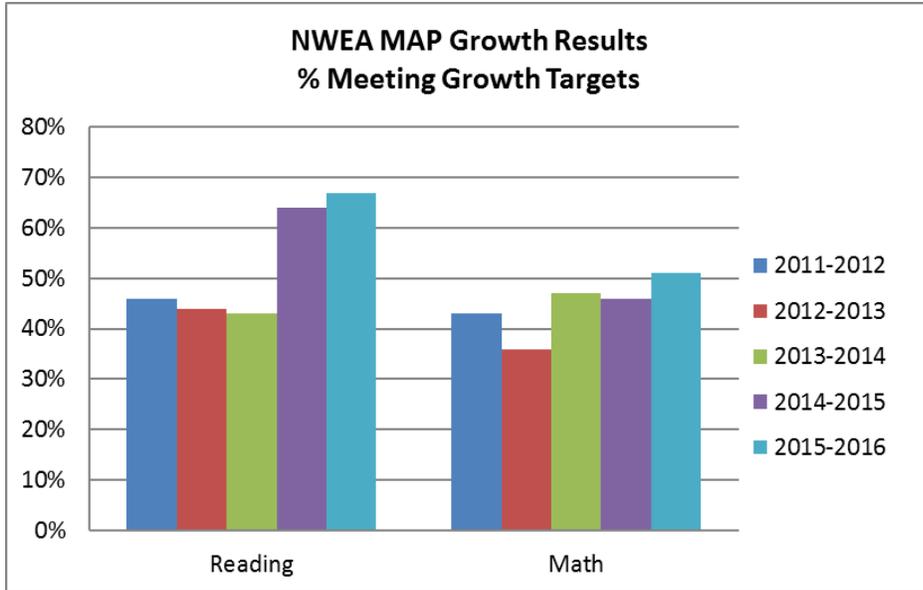
- Mirus' 2013 Growth API for the Hispanic student group was 569, an increase of 39 points from 2011.
- Mirus' 2013 Growth API for its White student group was 592, an increase of 68 points from 2011.
- Mirus' 2013 Growth API for its English Learner student group was 578, an increase of 84 points from 2012.
- Mirus' 2013 Growth API for its Socioeconomically Disadvantaged student group was 563, an increase of 32 points from 2011.

## NWEA Results



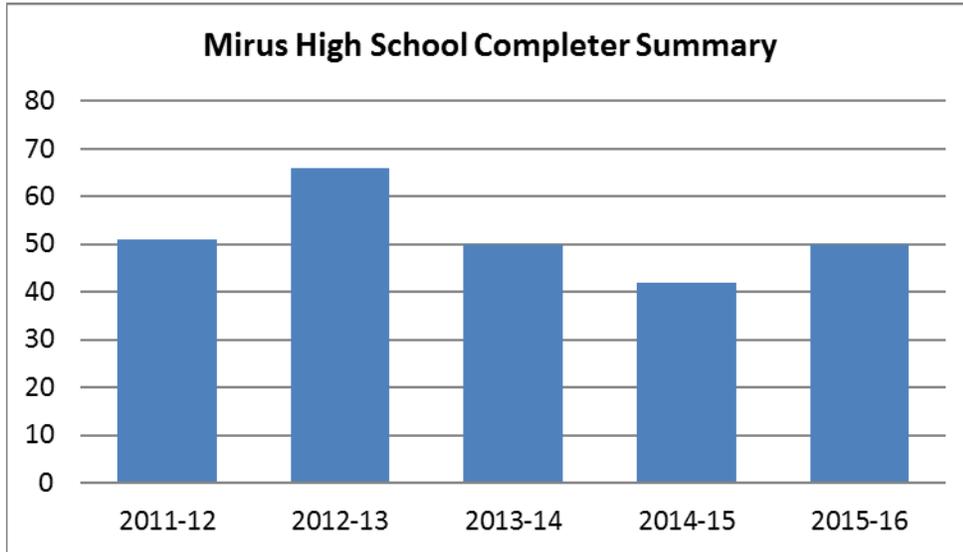
*Figure 2. NWEA MAP Intake Summary Results - Average Grade Levels Behind When Starting Mirus 2011-2012 through 2015-2016*

In addition to required state assessments, Mirus utilizes the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) as an internal tool to assess student's grade level growth in Reading and Math. When students first enroll at Mirus, they take the MAP Intake Survey. Over the last five years, students entering Mirus on average were 3 grade levels behind in Reading and 4 grade levels behind in Math. Each year Mirus administers the MAP Pre- and Post-Assessments in the Fall and Spring to measure students' growth throughout the academic year. Despite the grade level deficiencies of incoming students in Reading and Math, Mirus continues to see increasing gains in the percentage of students meeting their growth targets from Fall to Spring over the last four years. These growth targets guide remediation efforts for the students in reaching their age and grade appropriate academic levels.



*Figure 3. Mirus NWEA MAP Growth Results –Percent of Students Meeting Growth Targets 2011-2012 through 2015-2016*

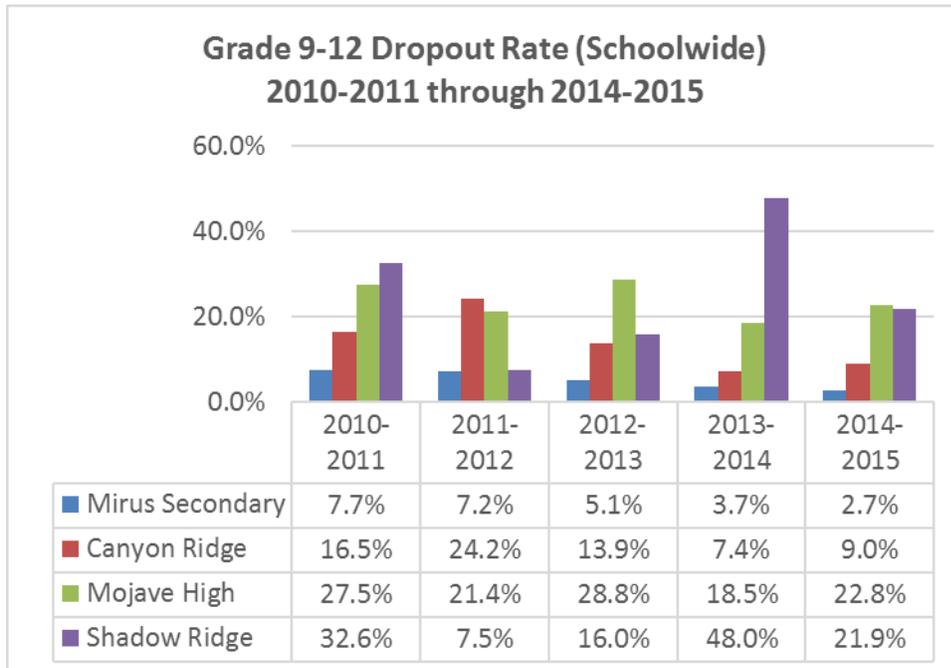
## Completers



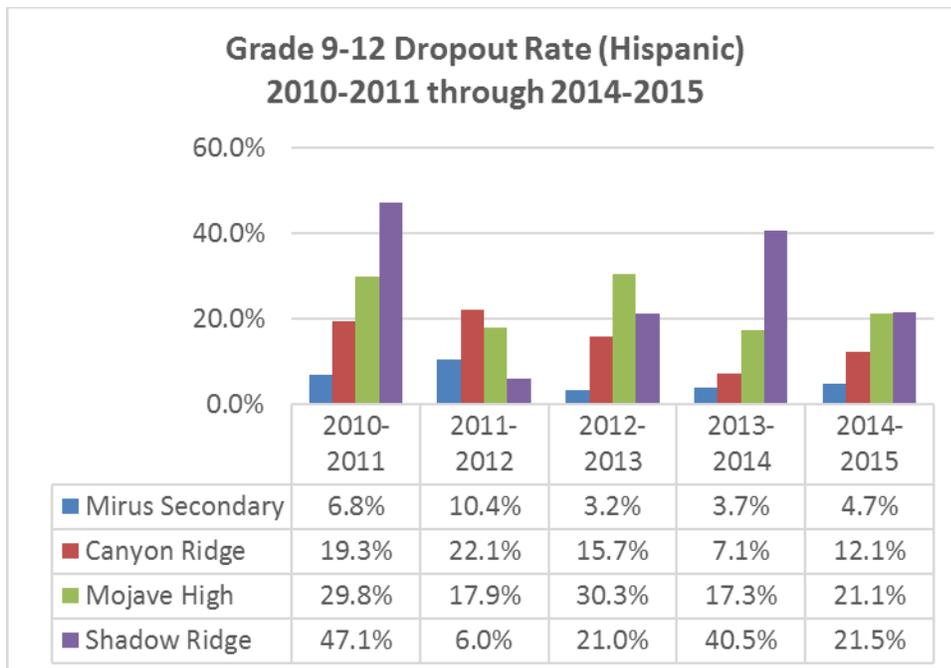
*Figure 4. Mirus High School Completer Summary  
2011-2012 through 2015-2016*

Many students come to Mirus one or more semesters behind in credits and not on track to graduate. Despite these deficiencies, over the past five years, Mirus has graduated over 260 students.

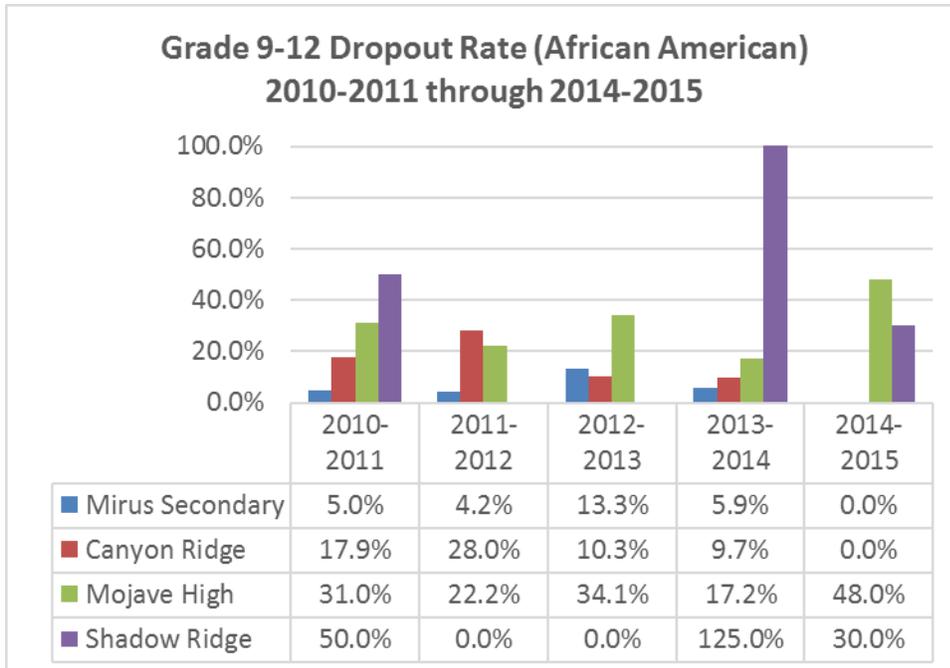
## Dropout Rate



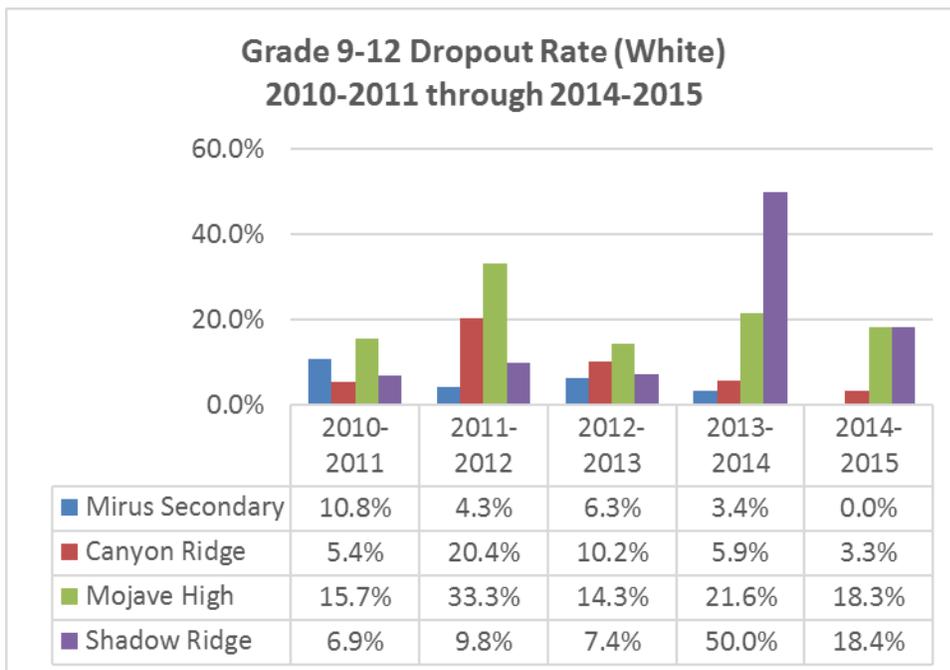
*Figure 5. Grade 9-12 Dropout Rates (Schoolwide)  
2010-2011 through 2014-2015*



*Figure 6. Grade 9-12 Dropout Rates (Hispanic)  
2010-2011 through 2014-2015*



*Figure 7. Grade 9-12 Dropout Rates (African American) 2010-2011 through 2014-2015*



*Figure 8. Grade 9-12 Dropout Rates (White) 2010-2011 through 2014-2015*

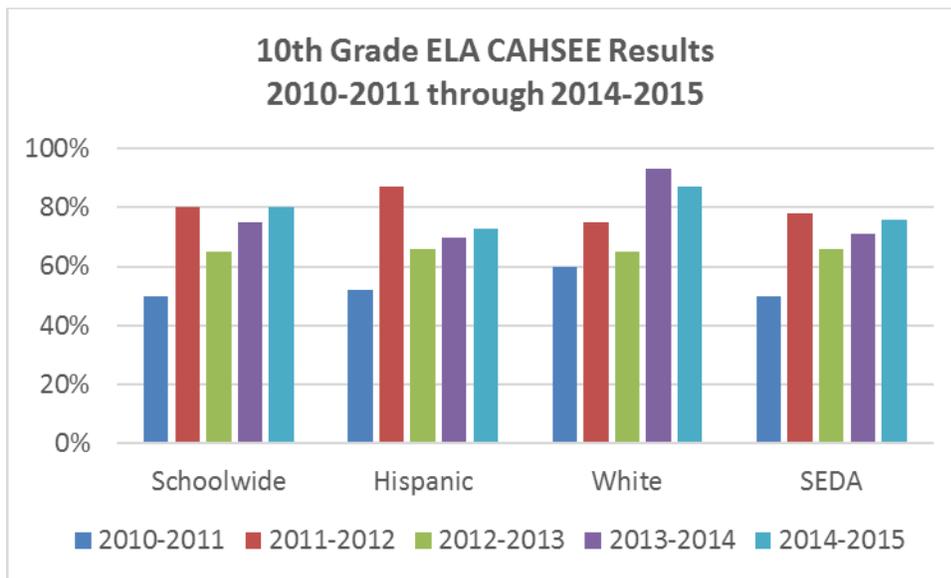
As depicted in Figure 2, many students enter Mirus two grade levels behind in Reading and three grade levels behind in Math. In addition, over 70% of Mirus students are 16 years or older. Many

incoming students are also credit deficient. On average, 55% of students are entering Mirus one or more semesters behind in credits.

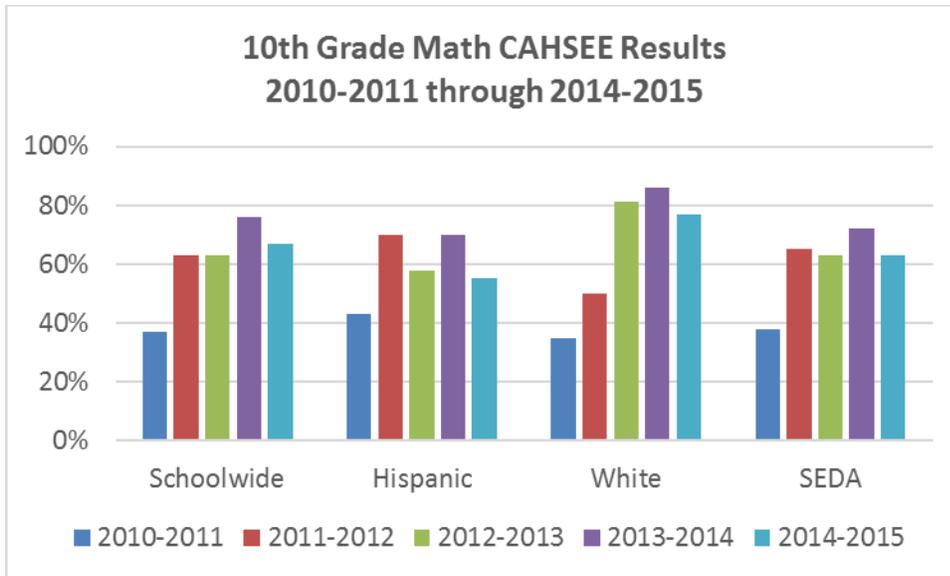
Mirus' overall schoolwide dropout rate has trended downwards over the past five years. The most recent schoolwide dropout rate compares favorably to comparable schools within Hesperia Unified School District. This is significant considering the population we serve. Mirus' dropout rates for significant ethnic groups have also trended downwards over the past five years.

## CAHSEE Results

CAHSEE English Language Arts and Mathematics results and comparisons are given below for the last 5 years and are segmented by significant student populations. As stated above in **Figure 2**, students are entering Mirus on average three grade levels behind in Reading and four grade levels behind in Mathematics. On average, Mirus students are enrolled 14 months – therefore, a 10<sup>th</sup> grader who is testing one year, may not have been enrolled at Mirus the previous year. Even with these unique circumstances, Mirus’ CAHSEE ELA and Math passing rates have trended upwards, both overall and in significant student subgroup populations. Mirus’ capacity to support these challenged demographics with such a high pass rate demonstrates the strength of our program.



*Figure 9. Mirus 10<sup>th</sup> Grade English Language Arts CAHSEE Results 2010-2011 through 2014-2015*

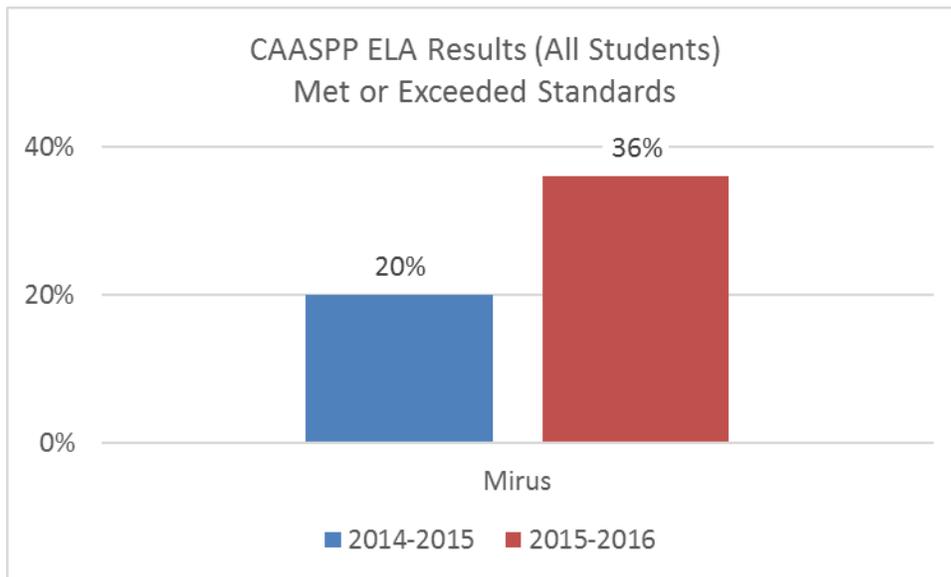


*Figure 10. Mirus 10<sup>th</sup> Grade Mathematics CAHSEE Results 2010-2011 through 2014-2015*

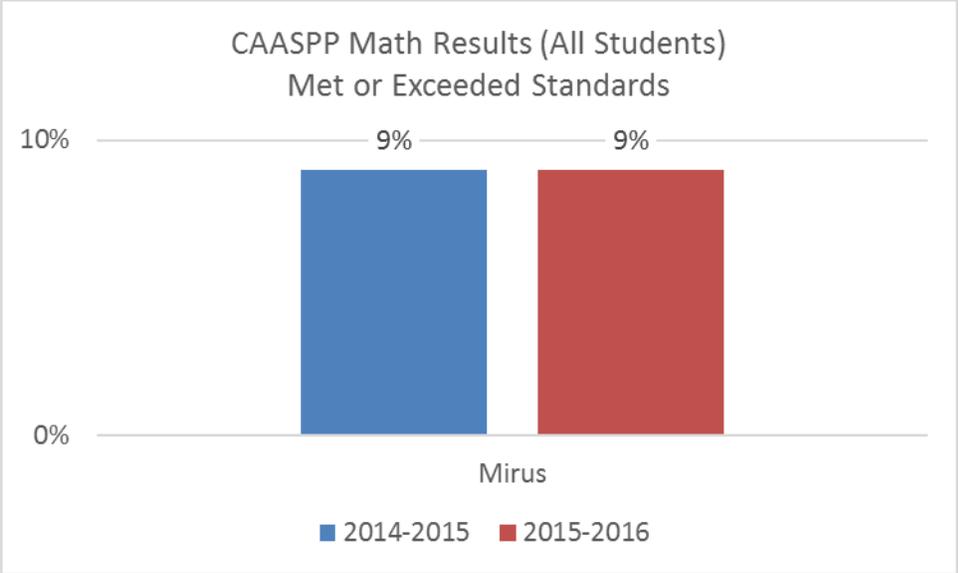
## CAASPP Baseline Results

Mirus has implemented several instructional strategies to help its students achieve the California Common Core State Standards in English Language Arts and Literacy and Mathematics. Mirus students participated in the 2014-2015 and 2015-2016 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessments. Due to Mirus' open enrollment throughout the year, some students enrolled just prior to the CAASPP administration window.

Utilizing the 2014-2015 and 2015-2016 CAASPP baseline results, Mirus has created instructional strategies and curriculum supports for students to demonstrate college and career readiness.



*Figure 11. Mirus CAASPP ELA Results (All Students)  
Percent of Students who Met or Exceeded the Standard*



*Figure 12. Mirus CAASPP Mathematics Results (All Students) Percent of Students who Met or Exceeded the Standard*

## Suspension and Expulsion Rates

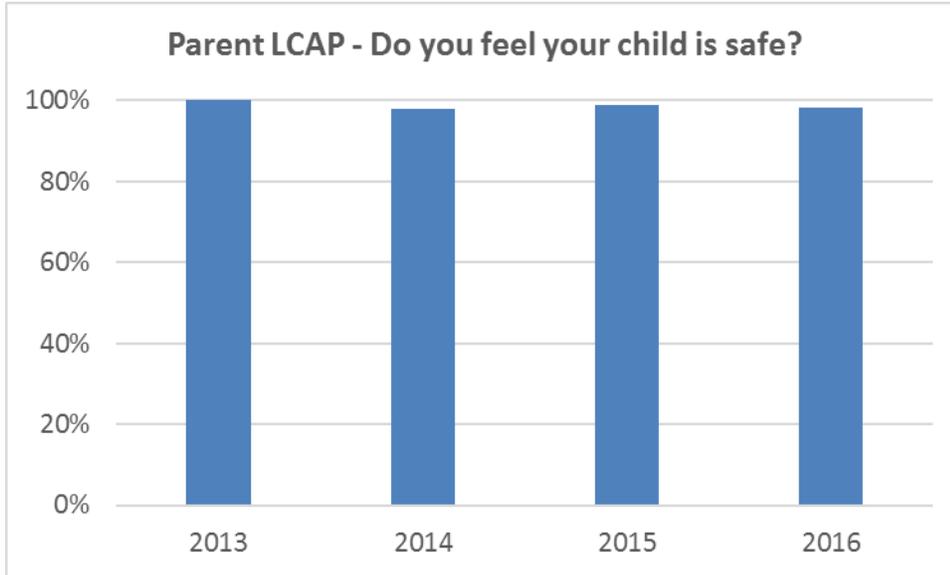
As an independent study school, Mirus provides an alternative educational setting for students who are not successful in a traditional environment. Mirus' educational setting allows students to focus on academics and deters students from distractions that may occur in a larger environment. Over the last four years, Mirus had 0 suspensions and 0 expulsions.

Suspension Rates				
	2011-2012	2012-2013	2013-2014	2014-2015
Mirus Secondary	0.0%	0.0%	0.0%	0.0%
Canyon Ridge	19.9%	28.9%	17.2%	19.9%
Mojave High	13.0%	18.6%	17.0%	13.0%
Shadow Ridge	0.4%	1.5%	0.0%	0.4%
Hesperia Unified	9.0%	6.6%	5.9%	5.6%
San Bernardino County	7.3%	6.0%	6.0%	5.1%
California	5.7%	5.1%	4.4%	3.8%
Expulsion Rates				
	2011-2012	2012-2013	2013-2014	2014-2015
Mirus Secondary	0.0%	0.0%	0.0%	0.0%
Canyon Ridge	3.2%	1.0%	2.6%	3.0%
Mojave High	1.2%	0.2%	0.3%	0.5%
Shadow Ridge	0.0%	0.0%	0.0%	0.0%
Hesperia Unified	0.5%	0.2%	0.3%	0.4%
San Bernardino County	0.2%	0.2%	0.2%	0.2%
California	0.1%	0.1%	0.1%	0.1%

*Figure 13. Mirus Suspension and Expulsion Rates  
2011-2012 through 2014-2015*

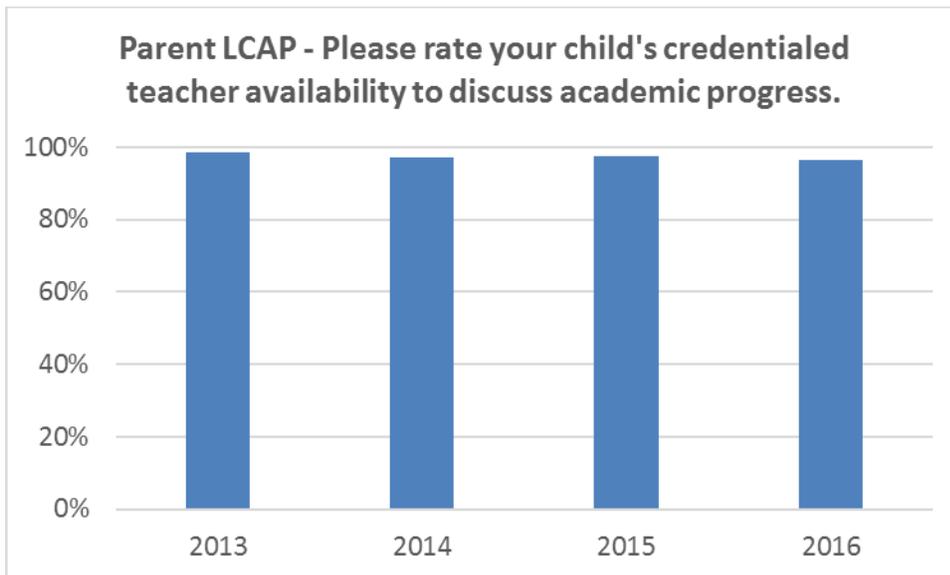
## LCAP Parent Survey Results

Part of Mirus' Local Control Accountability Plan is to survey its parents to ensure that the school is meeting parents' needs and requirements. Over the last four years, parents have been overwhelmingly satisfied with the services that Mirus provides.



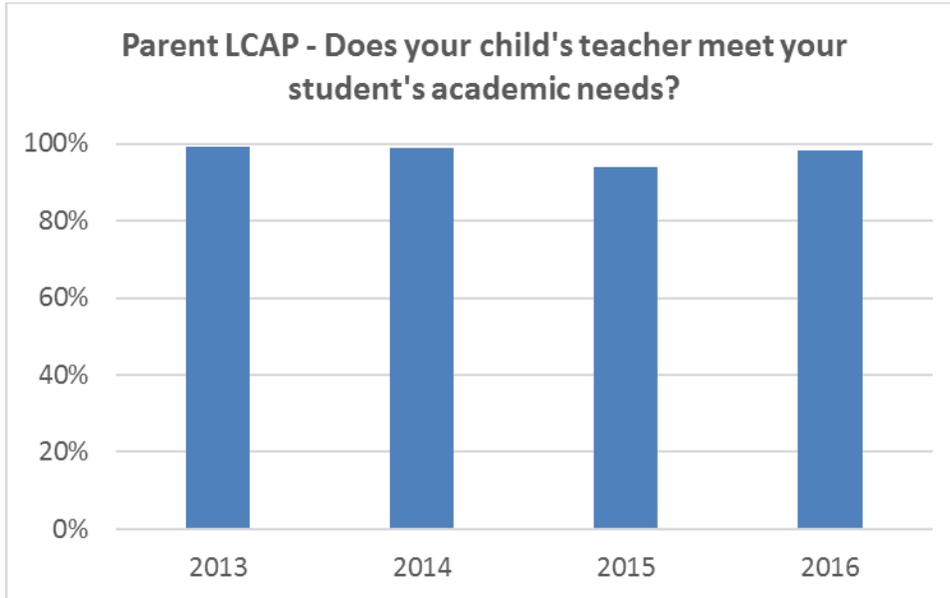
*Figure 14. Parent LCAP Survey: Do You Feel Your Child Is Safe?*

Over the last 4 years, over 98% of parents feel that their child is safe at Mirus.



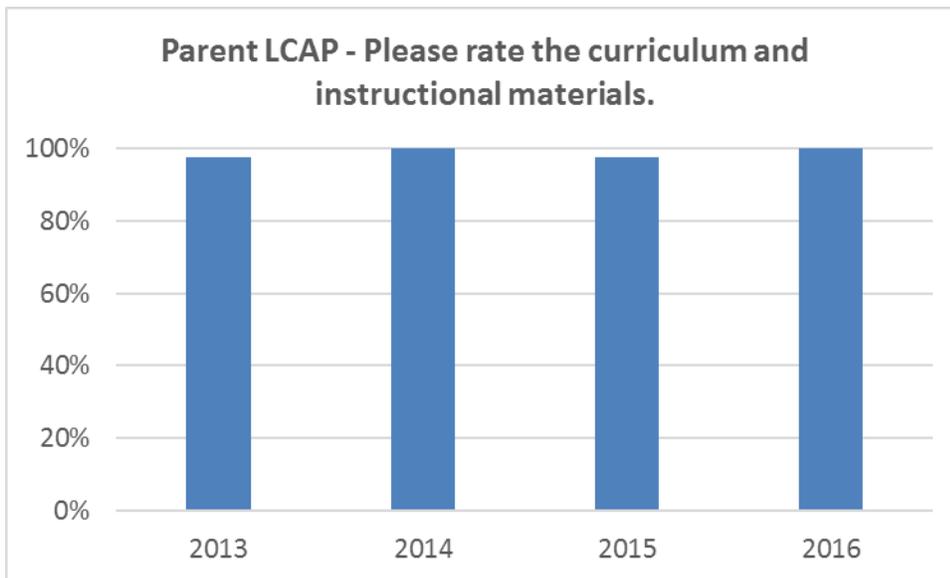
*Figure 15. Parent LCAP Survey: Please Rate Your Child's Credentialed Teacher Availability to Discuss Academic Progress.*

Over 96% of parents feel that their child's teacher at Mirus is regularly or always available to discuss their child's academic progress.



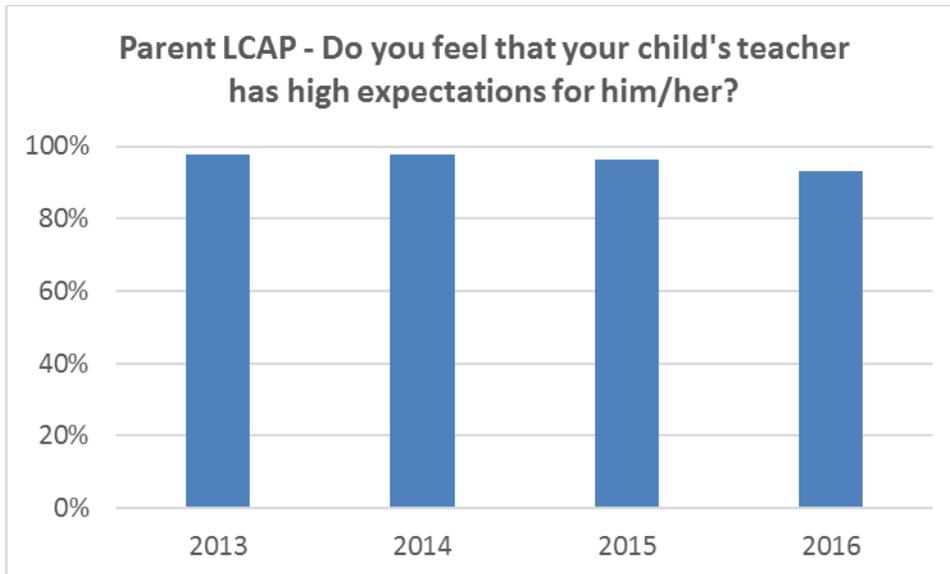
*Figure 16. Parent LCAP Survey: Does Your Child's Teacher Meet Your Student's Academic Needs?*

On average 97% of parents feel that their child's teacher at Mirus meets their student's academic needs.



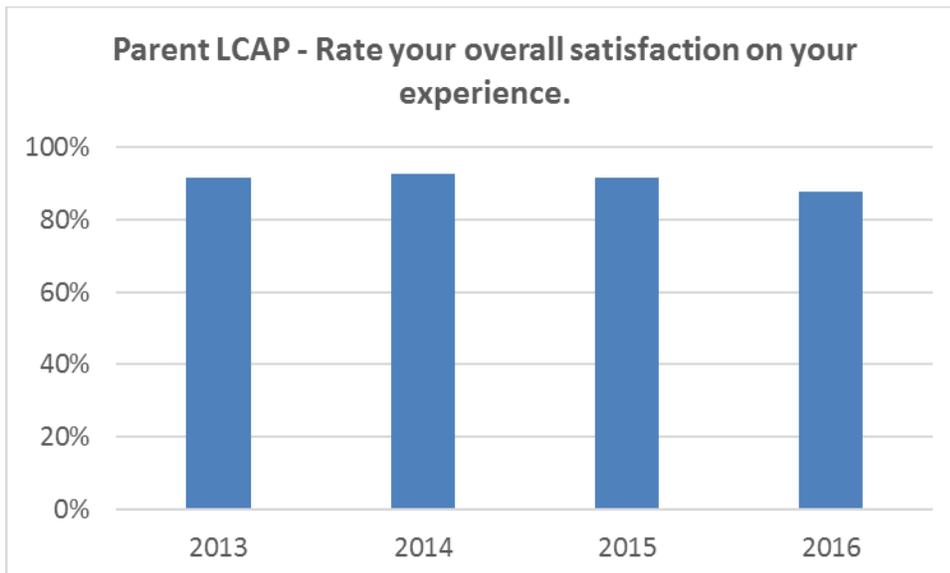
*Figure 17. Parent LCAP Survey: Please Rate the Curriculum and Instructional Materials.*

Over the last four years, 97% of parents have rated Mirus' instructional materials as good to excellent.



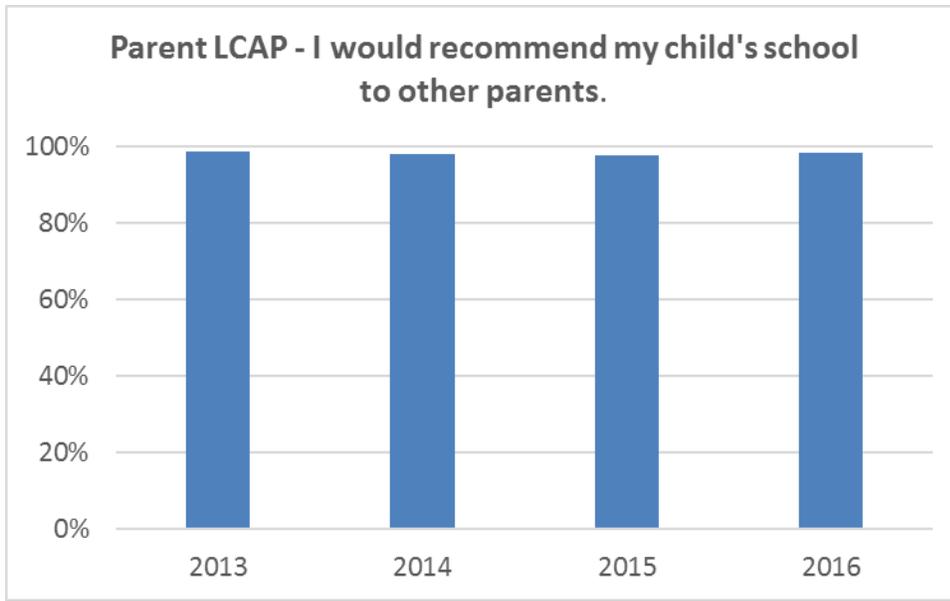
**Figure 18. Parent LCAP Survey: Do You Feel That Your Child’s Teacher Has High Expectations for Him/Her?**

On average 96% of parents feel that their child’s teacher at Mirus has high expectations for their student.



**Figure 19. Parent LCAP Survey: Rate Your Overall Satisfaction on Your Experience.**

Over the last four years, on average 91% of parents are satisfied or extremely satisfied with their overall experience at Mirus.

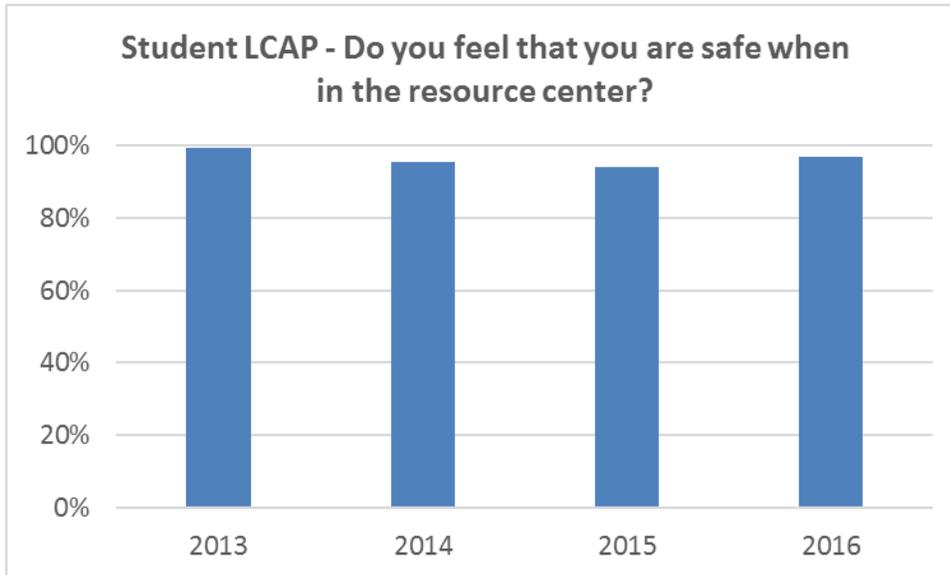


*Figure 20. Parent LCAP Survey: I Would Recommend My Child’s School to Other Parents.*

Over the last four years, on average 98% of parents would recommend Mirus to other parents.

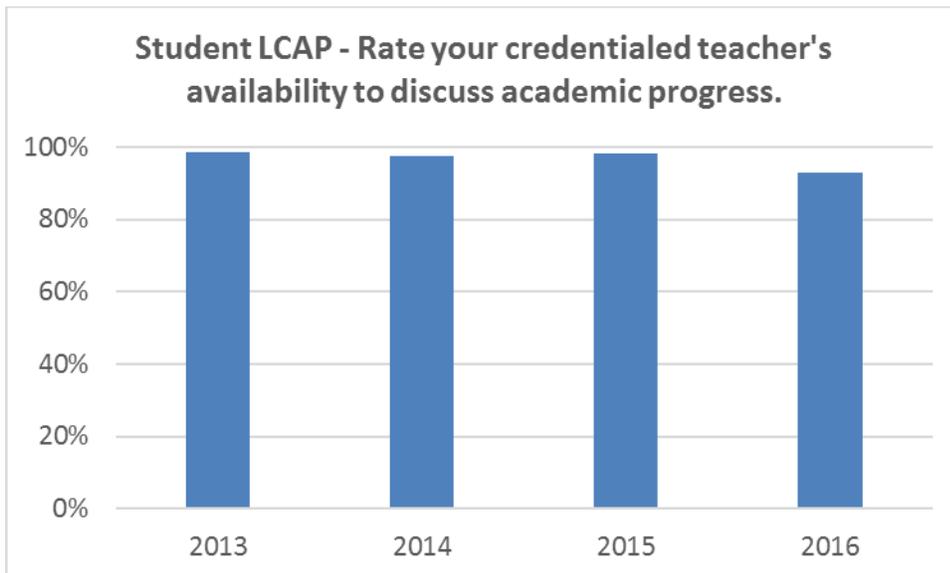
## LCAP Student Survey Results

Part of Mirus' Local Control Accountability Plan is to survey its students to ensure that the school is meeting their needs and requirements. Over the last four years, students have been overwhelmingly satisfied with the services that Mirus provides.



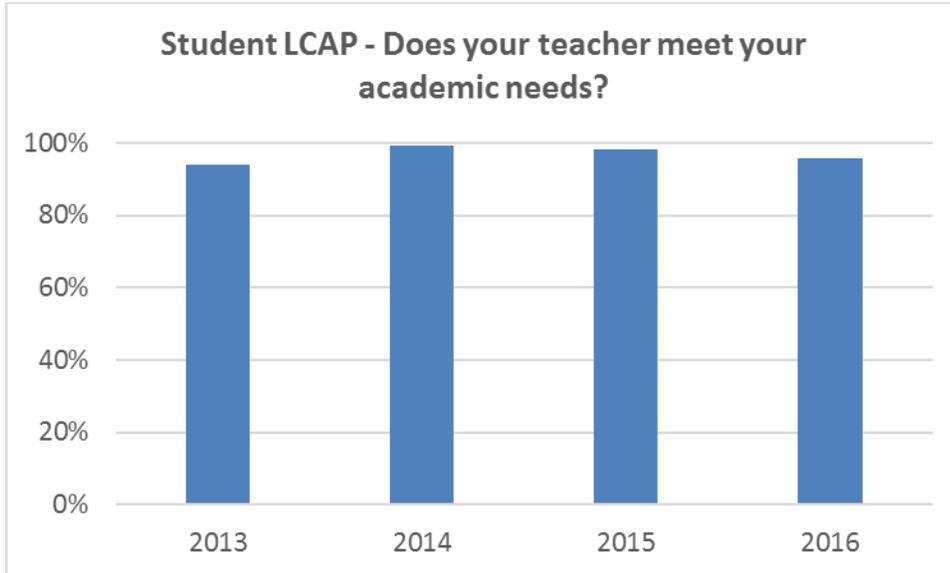
*Figure 21. Student LCAP Survey: Do You Feel That You Are Safe When You Are in the Resource Center?*

Over the last four years, on average 96% of students feel safe in their Mirus Resource Center.



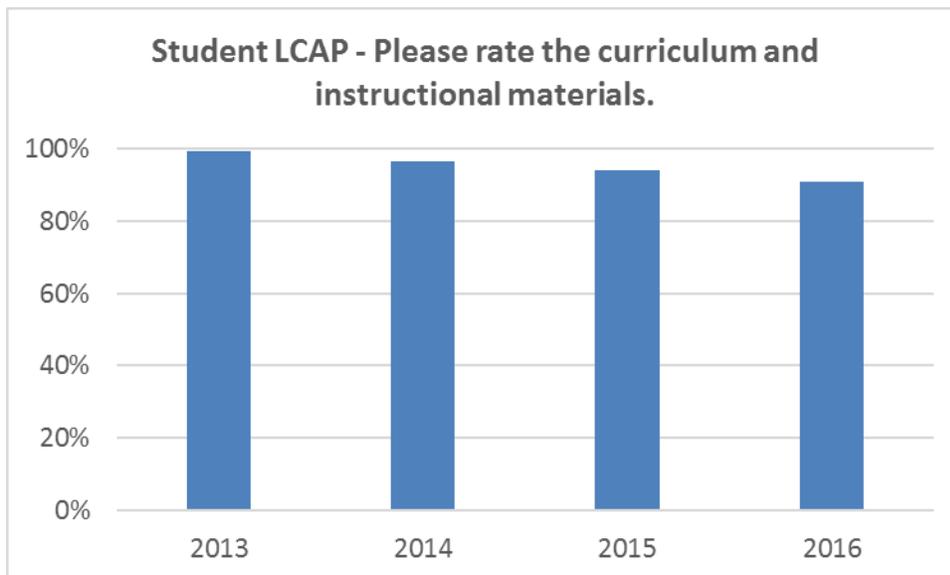
*Figure 22. Student LCAP Survey: Rate Your Credentialed Teacher's Availability to Discuss Academic Progress.*

Over the last four years, on average 96% of students feel that their teacher is always or regularly available to discuss their progress.



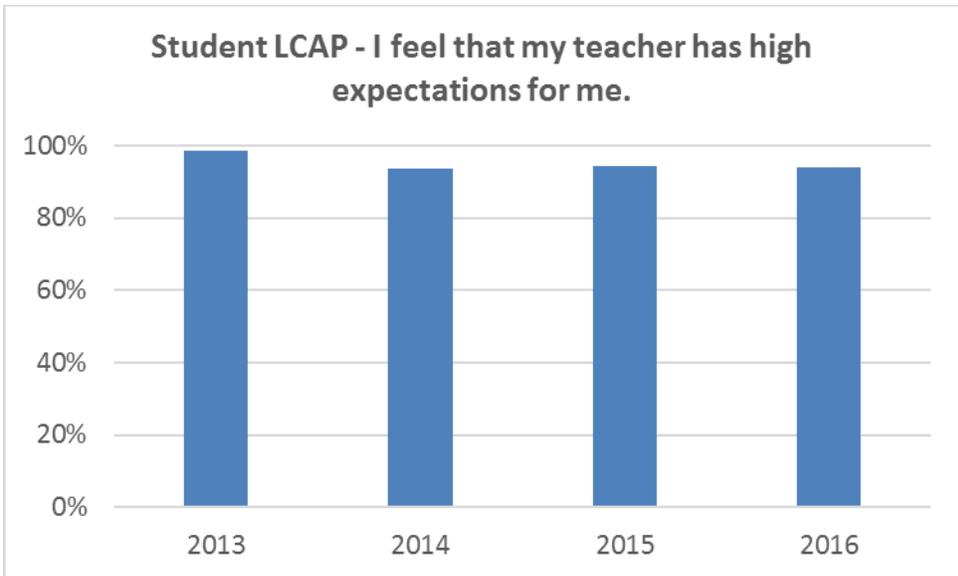
*Figure 23. Student LCAP Survey: Does Your Teacher Meet Your Academic Needs?*

Over the last four years, 96% of students feel that their teacher meets their academic needs.



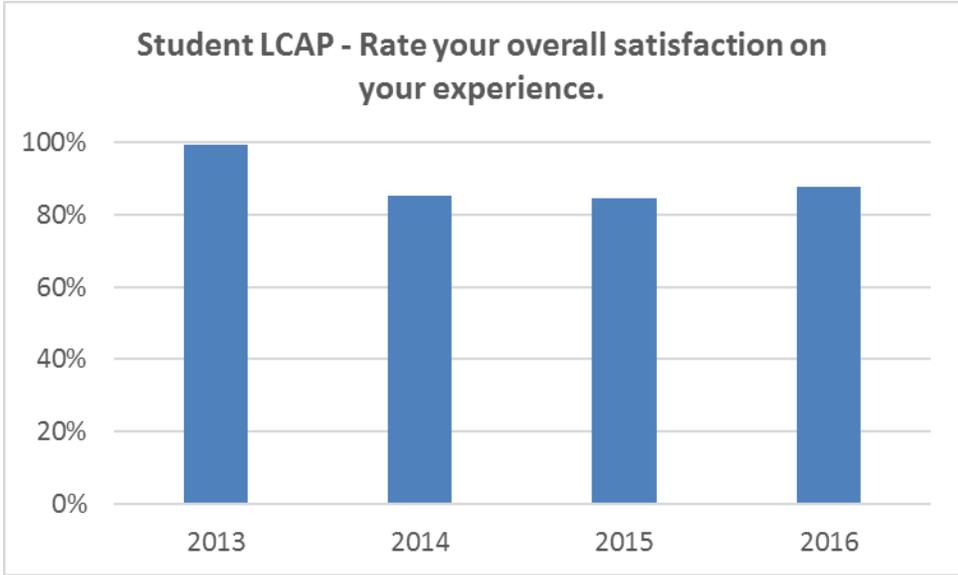
*Figure 24. Student LCAP Survey: Please Rate the Curriculum and Instructional Materials.*

Over the last four year, on average 95% of students rated Mirus' instructional materials as good to excellent.



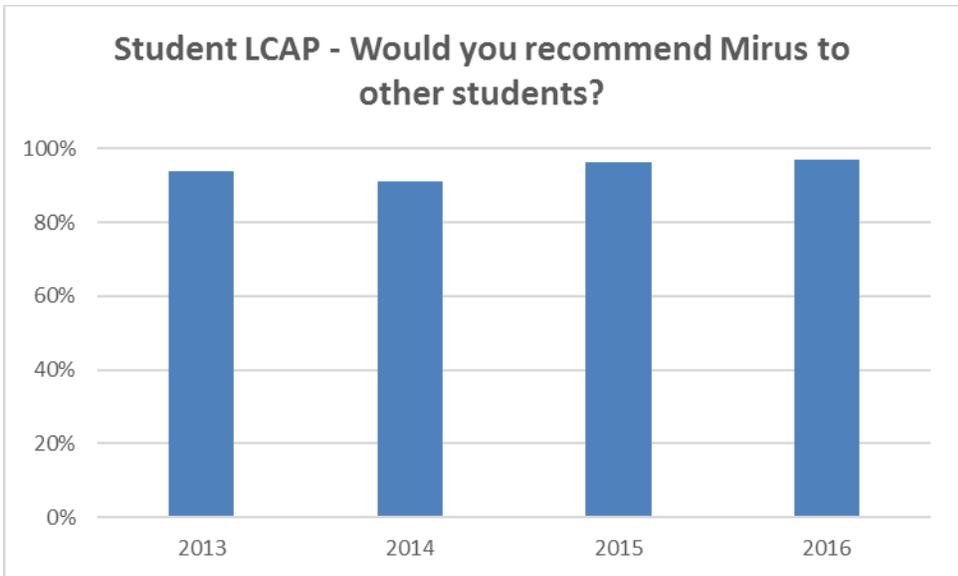
*Figure 25. Student LCAP Survey: I Feel That My Teacher Has High Expectations For Me.*

On average, 95% of students feel that their teacher has high expectations for them.



*Figure 26. Student LCAP Survey: Rate Your Overall Satisfaction on Your Experience.*

Over the last four years, on average 90% of students are satisfied or extremely satisfied with their overall experience at Mirus.

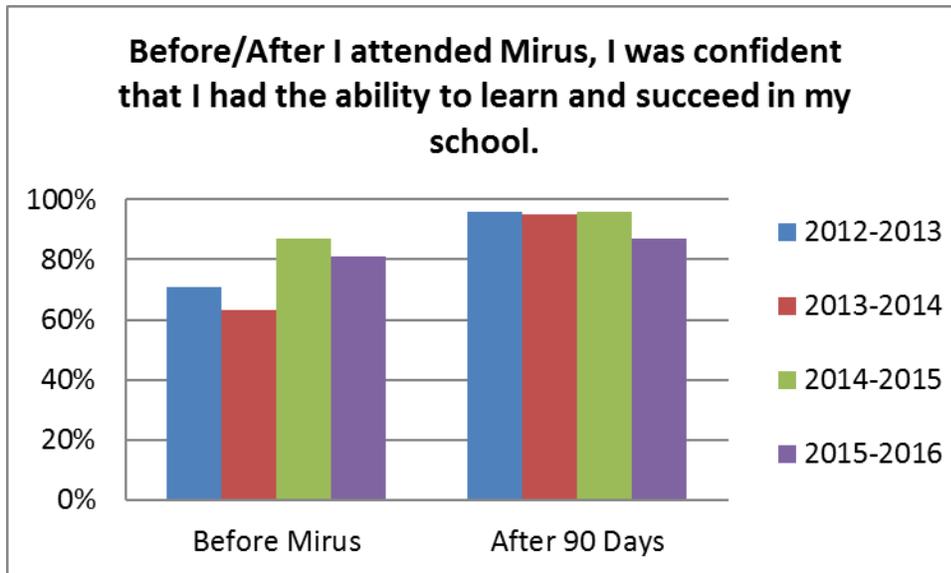


*Figure 27. Student LCAP Survey: Would You Recommend Mirus to Other Students?*

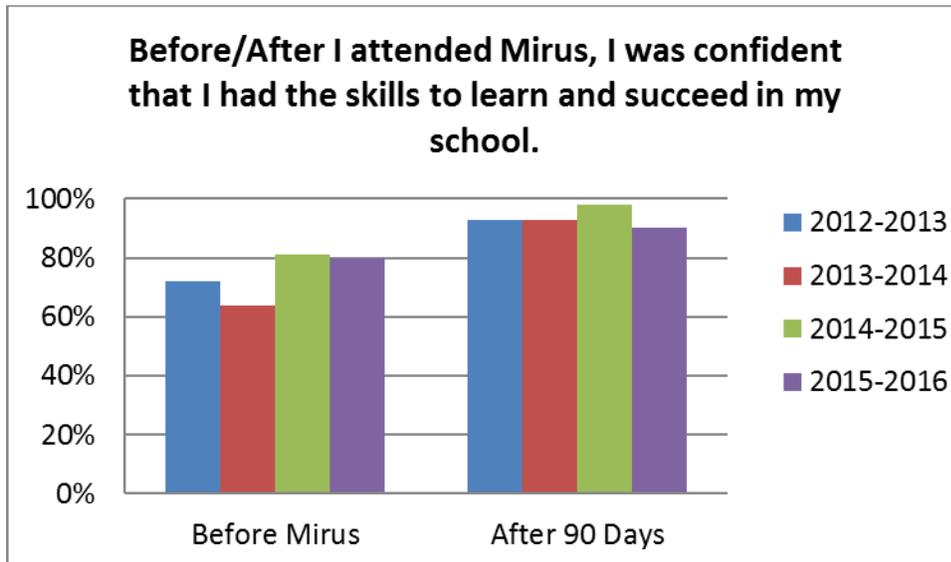
Over the last four years, on average 95% of students would recommend Mirus to other students.

## Confidence Survey Results

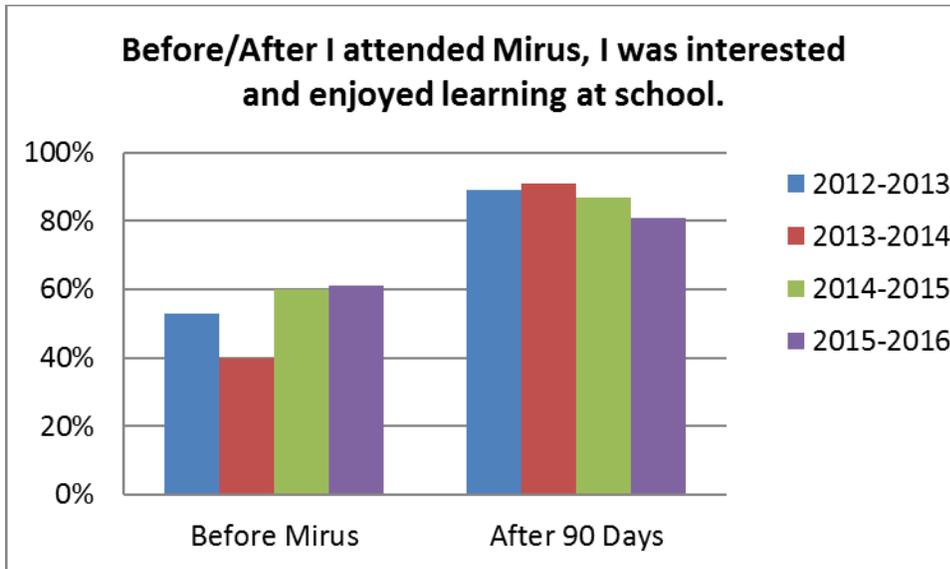
Many students enrolling at Mirus not only lack the academic skills to be successful in a traditional setting, but they also lack academic confidence. New students at Mirus take a Confidence Survey when they first enroll at Mirus to gauge their confidence levels in regards to their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased in order to be academically able to do well in school. Overall, the results in 90 days yield on average a 25% increase in confidence from when students first start at Mirus.



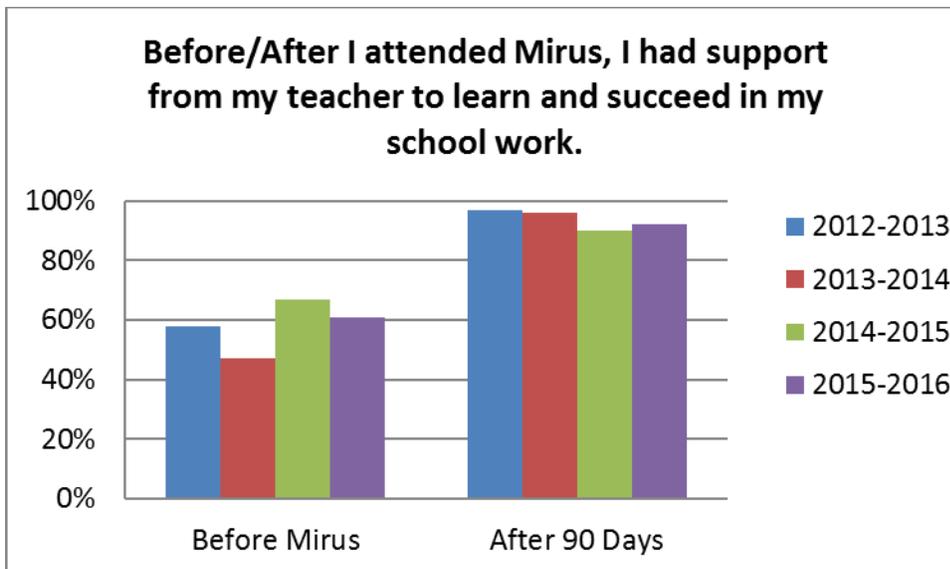
*Figure 28. Confidence Survey: Before/After I Attended Mirus, I Was Confident That I Had the Ability to Learn and Succeed in My School.*



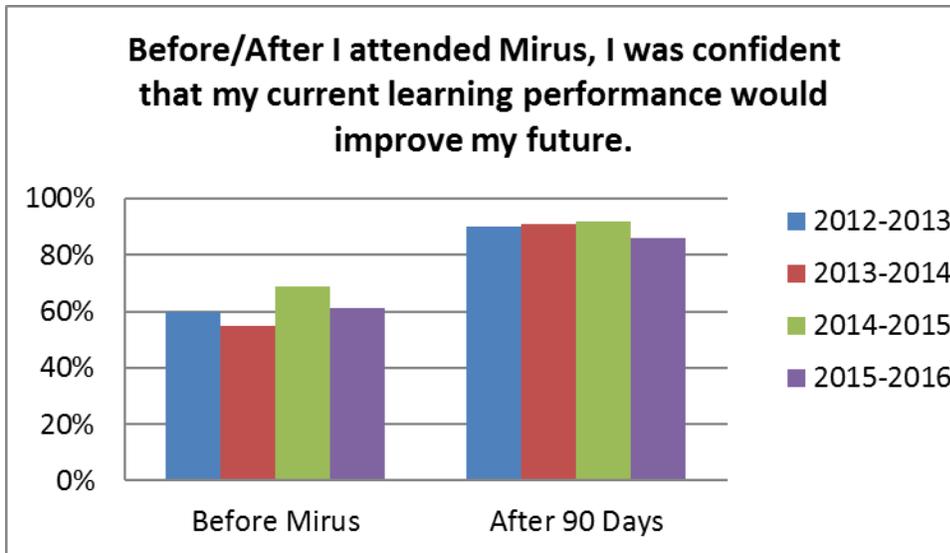
*Figure 29. Confidence Survey: Before/After I Attended Mirus, I Was Confident That I Had the Skills to Learn and Succeed in My School.*



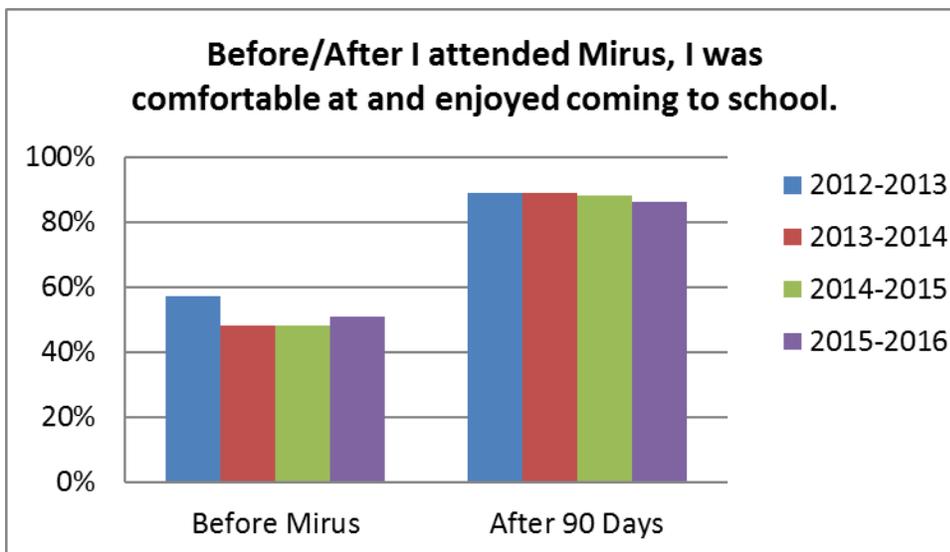
*Figure 30. Confidence Survey: Before/After I Attended Mirus, I Was Interested and Enjoyed Learning at School.*



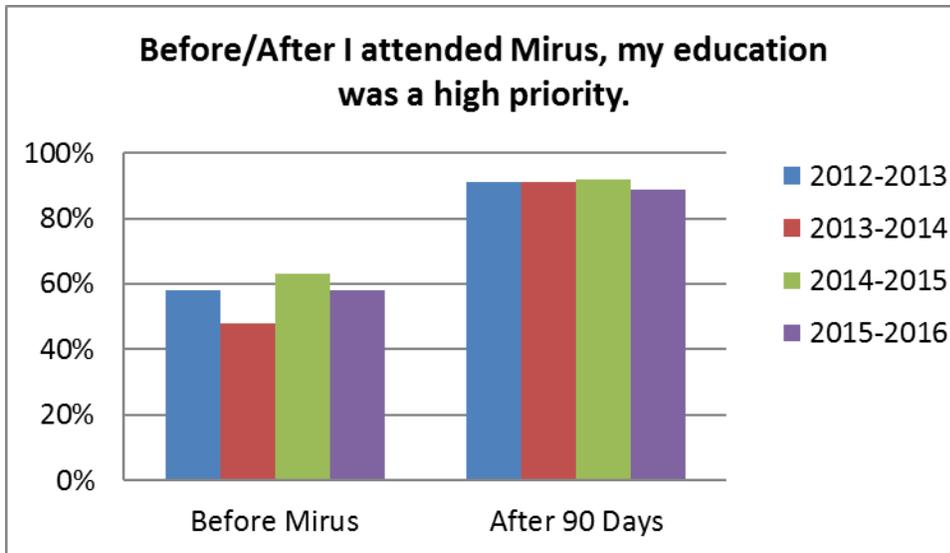
*Figure 31. Confidence Survey: Before/After I Attended Mirus, I Had Support From My Teacher to Learn and Succeed in My School Work.*



*Figure 32. Confidence Survey: Before/After I Attended Mirus, I Was Confident that My Current Learning Performance Would Improve My Future.*



*Figure 33. Confidence Survey: Before/After I Attended Mirus, I Was Comfortable at and Enjoyed Coming to School.*



*Figure 34. Confidence Survey: Before/After I Attended Mirus, My Education Was a High Priority.*

### Local Control Accountability Plan (LCAP)

Furthermore, Mirus Secondary School’s Local Control and Accountability Plan (“LCAP”) has been developed to identify goals and measure progress for student subgroups across multiple performance indicators [See Appendix H].

Mirus Secondary School involved all stakeholders in the development of the 2015-2018 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 had many opportunities, and were encouraged, to be involved and participate in the decision making process of the school and the development of the annual LCAP. Involvement opportunities included: surveys to all stakeholder groups, Open House events, staff and community meetings, website and social media outlets.

Stakeholder involvement was critical to the design of the new 2015-2018 LCAP. Stakeholder involvement contributed to the LCAP development in several important ways. Stakeholders influenced the identification and refinement of needs, goals and achievement targets, and activities and resource allocation. Mirus Secondary School aligned stakeholder input to the state priorities and considered the basic instructional program in the creation of LCAP goals, actions, and expenditures.

Below is a chart that depicts Mirus Secondary School’s progress monitoring of LCAP goals to date.

<b>LCAP Goal 1. To Increase Student Achievement in Areas Appropriate for an Alternative Schools Accountability Model (ASAM) School.</b>		
Addressing State Priorities 4, 5, 8		
Metrics	Expected Outcomes	Progress Monitoring
Student participation rate	Rate increases by .5%	Approaching Target
Student credit completion rate	Rate increase by .5%	Approaching Target
Percent of students meeting MAP growth targets	Rate increase by 1%	Meeting Target [See Figure 3]
CAASPP ELA and Math results	Rate increase by 4%	New Measure, Approaching Target
EL Reclassification Rate	Rate increase by 1%	Approaching Target
Annual Measureable Achievement Objectives (AMAO) 1 and 2	Rate meets growth targets	New Measure, Approaching Target
Drop Out Rate	Rate maintenance 5% or less	Meeting Target [See Figures 5-8]
Increase 5-year, and 6-year cohort graduation rates	Rate increase by 1%	Approaching Target
Confidence Surveys- students report confidence in their ability and skills to learn and succeed in school	Rate maintenance at 90% or higher	Exceeding Target [See Figures 28-34]
<b>LCAP Goal 2. Provide a Broad and Rigorous Course of Study Focused on 21<sup>st</sup> Century Learning Skills that Align to CCSS, NGSS, ELD, and CTE that is Accessible to All Student.</b>		
State Priorities 2, 5, 7		
Metrics	Expected Outcomes	Progress Monitoring

Percentage of CCSS aligned courses	Rate increases to 85%	Exceeding Target
Percentage of NGSS aligned courses	Rate increase to 40%	Approaching Target
Percentage of ELD aligned ELA courses	Rate increase to 100%	Approaching Target
Maintain Work Experience Education Program	Established Program	Meeting Target [See Appendix G]
Number of advanced course offerings	Honors Courses offered increase to 5, AP Courses offered increase to 5	Meeting Target [See Appendix D]
Percentage of Participation in CTE Courses	Rate increases of 5%	Approaching Target
<b>LCAP Goal 3. Provide Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and Highly Quality Instruction</b>		
Addressing State Priorities 1, 2, 8		
Metrics	Expected Outcomes	Progress Monitoring
Percentage of subject matter competent teachers in English and Math	Rate maintenance at 100%	Meeting Target
Teachers will participate in at least 48 hours of professional development per year	Rate increase to 100%	Meeting Target
Teachers will report high relevance of trainings	Rate increase to 90%	New Measure, Approaching Target
Students and Parents will report high satisfaction with teachers	Rate increase to 95%	New Measure, Approaching Target
<b>LCAP Goal 4. Provide a Safe Environment and Supportive School Culture for Students to Learn and Teachers to Teach.</b>		

Addressing State Priorities 1, 3, 6		
Metrics	Expected Outcomes	Progress Monitoring
Suspension rate	Rate maintenance at 3% or less	Exceeding Target [See Figure 13]
Expulsion rate	Rate maintenance at 1% or less	Exceeding Target [See Figure 13]
Satisfaction rate from students on safety from Annual Surveys	Rate maintenance at 90% or higher	Exceeding Target [See Figure 21]
Satisfaction rate from parents on safety from Annual Surveys	Rate maintenance at 90% or higher	Exceeding Target [See Figure 14]
School Safety Plan	Maintenance of Compliant Status	Meeting Target
<b>LCAP Goal 5. Provide Innovative, Engaging, and Community-Based Resource Centers to Serve Students and Parents</b>		
Addressing State Priorities 1, 3, 5, 6		
Metrics	Expected Outcomes	Progress Monitoring
Enrollment retention rates at Resource Centers	Rate maintenance at 85% or higher	Exceeding Target
Parent input into school programs in 3 or more ways through Annual Survey	Rate maintenance at 78% or higher	Approaching Target
Increase formal partnerships with community based organizations	Rate increase by 10%	Meeting Target
Student Participation Rate	Rate increase by .5%	Approaching Target

## Element A: Educational Program

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### ***Governing Law:***

*The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

*If the proposed school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).*

## **INTERPRETATION of TERMS**

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to Mirus Secondary School and/or Mirus and/or the Charter School and/or the School shall apply with full force and effect to the school itself and the non-profit 501(c)(3) Audeo Charter School corporate entity, and for all purposes related to this Charter or the operations of Mirus Secondary School, both the school and the corporate entity, to the extent that they are separate entities, shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, anytime that Mirus Secondary School states that it will follow the requirements of a particular Section of the Education Code or other law, it means that Mirus Secondary School will comply with these laws in the same manner as required for California noncharter public schools, except where otherwise specified.

## **1. MISSION and VISION, and PROGRAM OBJECTIVES**

### **Mission Statement**

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.

### **Vision Statement**

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 which 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, employees, and the community-at-large.

### **Strategic Objectives**

To respond to its stakeholders' requirements and to ensure the organization's long-term sustainability, Mirus Secondary School will:

- provide a personalized and rigorous academic experience for its students.
- hire, develop and maintain a highly qualified faculty and staff.
- provide a supportive and safe environment.
- be a role model for reform.

### **Program Objectives**

Mirus Secondary School will achieve these program objectives:

- A. Improve student learning
- B. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving
- C. Encourage the use of different and innovative teaching methods
- D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the Charter School
- E. Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system
- F. Hold the Charter School accountable for meeting measurable student outcomes and provide the Charter School with a method to employ a performance-based accountability

system instead of a rule-based system

- G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

## **2. OVERVIEW OF EDUCATION PROGRAM**

The primary purpose of Mirus Secondary School's instructional design centers on the need to motivate and inspire students who are academically at-risk. The Charter School's efforts focus on helping students to become re-engaged in an instructional setting or in completing their course of study. Students can meet high school completion requirements by earning a diploma, passing a high school equivalency exam such as the General Equivalency Diploma (GED) and High School Equivalency Test (HiSET), or passing the California High School Proficiency Exam (CHSPE).

As an intervention program, Mirus will be challenged by environmental expectations that are generally applied to comprehensive school sites. Mirus holds its Vision and Mission as an over-arching mandate to put students first by implementing their personalized educational plan. The Mirus Secondary School leadership shall continue to communicate this important commitment.

Mirus Secondary School's education program was originally developed in collaboration with the Hesperia Unified School District, where Mirus Secondary School provides an educational option for the District. Mirus Secondary School acts as an intervention for students at risk of not graduating. This intervention function strongly fulfills the original intent of the California Charter Schools Act.

Mirus Secondary School provides an instructional program for students in grades 7-12 through an individualized, independent study instructional model. Mirus is open to all students and enrolls students throughout the year.

Students study the core curriculum while earning credits toward their course of study. At the time of enrollment, professionals review student reading, writing, math skills, and school records. Each student receives a personal education plan that can include one-on-one tutoring, online course options, field trips, supervised study, and assistance accessing community and government agency services.

Mirus Secondary School issues its own diplomas based on a course of study consistent with California Common Core State Standards and requirements for graduation. The Mirus Secondary School Board of Directors is responsible for monitoring and approving both the course of study and graduation requirements. Mirus Secondary School is fully accredited by the Western Association of Schools and Colleges, and the Charter School's courses are approved by the University of California (a-g requirements) and the National Collegiate Athletic Association (NCAA).

## **3. EDUCATIONAL VISION**

Mirus Secondary School's vision is to move students forward by developing literate, educated thinkers and achievers who understand their political and social culture; can use mathematics and scientific methods to solve daily problems and contribute to society; and develop positive values.

Mirus Secondary School's philosophy:

- Innovate: Seek change leading to positive outcomes.
- Maintain a professional staff complement.
- Encourage and promote academic competency.
- Model and support teamwork and cooperation.
- Provide student-based education tailored to the specific and unique needs of each student.
- Be accountable for outcomes.
- Provide on-going professional development.
- Forge partnerships with parents and community organizations.

To achieve Mirus Secondary School's overarching objectives, it will:

- Promote students' leadership experiences and skill building opportunities.
- Increase awareness/scope of career options, including non-traditional careers.
- Encourage and promote opportunities to achieve academic success: mentoring, tutoring, field trips, and other forms of academic enrichment.
- Acknowledge and accommodate individual learning styles.
- Develop/encourage parental involvement.
- Introduce and strengthen digital literacy and skills.

Students at Mirus will develop important skills that include the abilities to read, write, compute, speak, ask questions, listen, problem-solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others. The Charter School will promote curiosity, integrity, social responsibility and self-esteem. Learning best occurs when parents or guardians take an active role in the education of their children, when teachers accommodate the individual learning speeds and modalities revealed by their students, when teachers give students reason to know that they genuinely care about them, when learning fuels personal interests, when rules, rewards and sanctions are clear-cut, when teachers engage their students in learning activity rather than lecture them, and when teachers see all their students as capable of high achievement and expect it of them. Mirus will incorporate these maxims into its daily operations. In short, Mirus will equip its students to become motivated and self-disciplined, productive, socially competent, academically competent, self-sustaining learners, and contributing citizens.

Mirus Secondary School is committed to developing curriculum that is rigorous, relevant, and aligned to the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Curriculum is designed to foster career and college readiness skill development and citizenship in a global society.

A summary of Mirus' curriculum is provided below. See [Appendix L](#) for the sample scope and sequence of select grade levels.

Mirus Secondary School's curriculum departments are led by highly qualified (HQ) teachers and guided and directed by the Curriculum and Professional Development Coordinator. Mirus uses state adopted texts and other materials aligned to California Common Core State Standards (CCSS). Textbooks are specifically selected utilizing criteria developed from stakeholder input. Teachers use a variety of research-based instructional practices to teach diverse student populations, including

technology based learning. Many of Mirus Secondary School's students take online courses and engage in blended (independent study/online) learning opportunities. Mirus Secondary School's instructional staff will be iNACOL Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. This certification gives assurance that Leading Edge Certified Online Teachers will not only have the skills to effectively facilitate online courses, but will also have a solid understanding of how to enhance learning opportunities for all students.

Mirus students will demonstrate progress by producing daily work, which demonstrates learning consistent with the CCSS, successfully passing end of course exams, meeting growth targets set by Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) semester assessments, state assessments, and other formative assessments as developed by the teacher and/or the school.

As a result of the Mirus educational experience, successful students will be able, among other outcomes, to do the following commensurate with their age and grade level:

### **Read and Write**

- Identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in their own words.
- Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.
- Identify, comprehend, and infer comparisons, contrasts, sequences and conclusions in written work.
- Select, organize, and relate ideas, and develop them in coherent paragraphs.
- Make critical judgments about written work including separating fact from opinion.

### **Compute**

- Add, subtract, multiply, and divide, using whole numbers, decimals, fractions and integers.
- Make and use measurements in traditional and metric units to compute lengths, areas, volumes, weights, temperatures, and times.
- Use ratios, proportions, percent, powers and roots.
- Understand spatial relationships and geometric concepts.
- Apply probability and statistics.

- Formulate and solve problems.

### **Speak, Question, and Listen**

- Engage critically and constructively in the oral exchange of ideas.
- Understand spoken instructions and give clear spoken instructions to others.
- Deliver oral presentations which demonstrate coherent sequence of thought, clarity of presentation, suitable vocabulary and nonverbal communications.

### **Problem-Solve**

- Recognize and apply inductive and deductive reasoning to real-world situations.
- Recognize fallacies, and examine arguments from various points of view.
- Formulate and test predictions based on relevant data.
- Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions, and verify conclusions.

### **Work Independently and in Teams**

- Perform measured tasks which require the collaboration of others for successful completion and where the team as a whole is evaluated on its accomplishments.
- Perform tasks which require independent initiative and measurement.

### **Achieve Digital Literacy**

- Develop proficiency with all forms of digital tools (hardware, software, applications, Cloud Axis, etc.).
- Use digital tools in creative and innovative ways in critical thinking, real-world problem solving, and decision making.

### **Manage Time**

- Set learning goals and priorities consistent with stated objectives and allocate the time necessary to achieve them.
- Follow a schedule that accounts for both long and short-term project accomplishment.

### **Accept Personal Responsibility**

- In accomplishing a task, accurately identify those forces which are within their control and those which are not; understand the varying degrees between the two.
- Enumerate several alternative paths to achieve the same desired result.
- Describe with accuracy their individual participation in a group event or assignment.
- Engage in meaningful service to their community.

### **Stay Healthy**

- Demonstrate knowledge, and to the extent practicable, the habits consistent with appropriate food, exercise, and sleep, with the avoidance of illegal drugs, hazardous activities and communicable diseases, and management of emotional stress.

### **Comfortably Relate with Others**

- Resolve disputes through appropriate means without resorting to violence.
- Complete assignments while in the positions of leader, follower, mediator, collaborator, and observer.
- Practice tolerance and not discriminate on the bases of race or ethnicity, religion, creed, color, gender, national origin, sexual orientation or disability of others.

## **4. TARGET STUDENT POPULATION**

The Charter School welcomes all students who wish to attend the School. The Charter School is currently authorized to serve grades 7 – 12. The Charter School is seeking to provide an educational option to students and parents in the community who are disengaged and are seeking an academic intervention or a personalized educational environment. Mirus Secondary School seeks to create a fluid relationship between its program and the comprehensive sites of the District. The re-directive nature of the Charter School offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. Students shall be redirected to an appropriate instructional setting or successfully graduate from the Charter School.

Many students coming to the Charter School are initially identified from referrals by the District's middle and high school counselors. The Charter School is able to meet the needs of all students (e.g., EL, GATE, or with an IEP) through a personalized education plan. This plan includes formative and summative testing data (CAASPP, CELDT, PSAT, SAT, ACT, CAPA, CMA, Northwest Education Association (NWEA) Measures of Academic Progress (MAPs) pre/post local assessment, end-of-course exams, unit exams, Naviance career and learning styles assessments, portfolios and exhibitions).

This data helps to establish student need. Based on this student need and in collaboration with the parent, student, and teacher, a set of instructional goals is developed. These goals are achieved through a variety of strategies including: tutoring, online courses, projects, seminars, field trips, guest speakers, and supervised study.

## **5. HOW LEARNING BEST OCCURS**

Mirus Secondary School believes that learning best occurs when:

- Children feel safe, cared about, respected, and are encouraged to be themselves and to explore their individual talents to the fullest extent possible.
- Children are provided a supportive environment, positive attitudes, high expectations, and fairness.
- Parents are taught how to help children with their schoolwork and participate in their student's education.
- Teachers are highly motivated and committed and love their work.
- Students are offered an exciting, challenging, and comprehensive curriculum supported with individual tutoring sessions.
- Lessons are designed to appeal to all learning styles.
- All disciplines including the arts, academics, and technology are interrelated as they are in life, thus producing a well-rounded individual.
- Assignments present challenging problems that apply to real world situations and promote inquiry and discovery.
- Assessment of what a student knows and is able to do is measured by a variety of methods, especially performance assessment and self-assessment.

## **6. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY**

Mirus Secondary School will help students acquire the skills to survive and prosper in the 21<sup>st</sup> century. These skills include the ability to read, write, compute, speak, ask questions, listen, problem solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and to comfortably relate to others. Mirus Secondary School will promote curiosity, integrity, social responsibility and self-esteem.

## **7. DESCRIPTION OF THE EDUCATIONAL PROGRAM**

It is the philosophy of Mirus Secondary School that every child is a born achiever. It is the challenge of Mirus to help each child realize his or her talents.

The premise relating to the uniqueness of Mirus Secondary School's education program centers on two key elements:

1. Many students can benefit from flexible scheduling and personalized education that incorporates focused teaching and support.
2. The collaboration of teachers and parents in their students' academic goals is critical to a successful transformation of students' academic careers.

The Mirus Secondary School educational program is based on the following elements of success:

- A vision, mission and operational business plan that focuses on student learning.
- Academically rigorous, well-focused, basic core subject curricula.
- Creation of a personalized education plan based on the student's academic level, learning style, strengths, interests, and goals.
- Professional development that puts skills into a context consistent with the overall Mirus mission.
- Autonomy that allows Mirus to develop and implement a process of change tied to high standards as described in the National Educational Technology Standards (NETS) and is responsive to technological innovations.
- Parent and community involvement in, and support for, Mirus programs.
- Regular data analysis to measure progress toward achieving both student and staff performance goals.
- An online community communication process detailing student and Mirus performance.
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial.

The Charter School provides an education that allows each student, grades 7-12, to meet California Common Core State Standards by: (1) using standards-based textbooks, resources and instructional materials; (2) providing content standards-based instruction; (3) utilizing course descriptions that are aligned with the standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. The Charter School offers a menu of learning opportunities for students that includes independent study, home study, blended (independent study/online), and online learning, along with other creative modes of instructional delivery developed by staff in partnership with the community.

The bulk of students attending Mirus Secondary School are generally achieving below expected grade and/or course content levels [See Figure 2]. This critical mass of students who are deemed “at risk” and with special needs, benefit from a personalized educational program that provides strong tutorial support.

Upon enrollment, students are assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. Students in grades 7-12 take one to two courses at a time, allowing them to focus on mastering the standards of one course before moving on to the next. Teachers utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study, online, and blended learning options provide a range of student learning opportunities based on learning styles and pathways. In addition, each student’s personalized education plan is enhanced with one-on-one tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher has one Resource Center Associate who supports the delivery of curriculum.

To ensure the instructional strategies and engagement activities are providing a successful path for individual students, a variety of data is integrated into the personalized education plan. Teachers use instructional software tools such as Naviance, Mirus Secondary School’s college and career software. Teachers also utilize NWEA MAP assessment software and School Pathways Student Information System (SIS) to view real time student achievement data. Naviance, MAP and SIS data is integrated into the school’s instructional data monitoring system. The data is reviewed and analyzed by teachers and school leaders to ensure that the instructional strategies used are truly effective for each student. Based on the instructional data, teachers can immediately reconcile and adjust the student’s instruction, methods of delivery and resources. Because Mirus has purposely designed its program so that teachers work with only a few students a time, teachers are able to communicate frequently with the family and get to know each student’s academic strengths and social needs. The largest differentiator for Mirus Secondary School’s program is the ability to go well beyond traditional methods to transform the lives of the kids. Teachers and staff conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships as necessary.

Aligned to the California Department of Education (CDE)’s definition, Mirus has an established Multi-tiered System of Support (MTSS) that is a comprehensive framework that integrates California Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. These include the personalized education planning process, interventions for at-risk students, supports for Special Education, services for English Learners, and programs for Gifted and Talented Education (GATE). Mirus has a systematic and integrated process for instructional support and interventions.

The teachers at Mirus engage in professional learning on a monthly basis that is focused on instructional and engagement strategies for diverse student populations. Monthly Instructional Meetings cater to the best practices offered by the Instructional, Curriculum and Assessment Teams. Additionally, teachers attend trainings where guest speakers from law enforcement agencies, community based organizations, Child Protective Services, and other supportive agencies attend and

assist the teachers in servicing the students' needs. The Mirus Learning Lead meets weekly with the Counselors to discuss student outcomes and possible interventions that need to take place or be instituted to assist the teachers or the students. The instructional team utilizes the personalized education planning process to monitor student progress and to identify services to support student achievement.

### **Independent Study Assurances**

Mirus Secondary School shall comply with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that Mirus Secondary School shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and Mirus Secondary School must file for a funding determination as a condition of funding. Mirus Secondary School shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

### **Parent/ Teacher/ Student Master Agreement**

Pursuant to Education Code Section 51747, an agreement shall be signed by: (1) the pupil, (2) parent, guardian, or caregiver of each charter school pupil; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) all persons who have direct responsibility for providing assistance to the pupil. This agreement shall include all of the elements described in Education Code Section 51747(c).

Parents of Mirus Secondary School students are expected to commit to the following principles to ensure a better education for their children:

- Understand the educational plan of Mirus, Mirus Secondary School's operation, and the roles, rights, and responsibilities of parents and their children.
- Attend a mandatory orientation meeting to learn about charter schools, Mirus Secondary School's educational program, the Student/Parent/Teacher Master Agreement, and ways in which parents can contribute to the success of both their child and Mirus.
- Complete and return all forms, questionnaires, and other requests for information that may be required by Mirus as approved by the Board of Directors.
- Ensure the completion of homework and class projects.
- Reinforce the importance of education on a daily basis and discuss with each student what was learned at school.
- Assure that each student arrives at school on time, dressed appropriately, and ready to learn.

- Understand and reinforce the Student Conduct Code.
- Attend Back-to-School Night and/or Open House each year.
- Keep informed about Mirus through communication with the resource center staff and by materials regularly distributed to students and/or their families.

## **School Calendar**

Mirus Secondary School is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, the Charter School for each fiscal year will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To students in grades 7 to 8, inclusive, 54,000 minutes.
2. To students in grades 9 to 12, inclusive, 64,800 minutes.

Mirus Secondary School's 2017-2018 school calendar is attached as [Appendix K](#).

## **8. CURRICULUM**

A summary of Mirus Secondary School's curriculum is provided below. See [Appendix L](#) for Mirus Secondary School's sample scope and sequence for grades 8 and 10 and [Appendix M](#) for a Course Catalog. As the State Standards develop and evolve, the curriculum may change to maximize learning.

Mirus Secondary School's academic program focuses on academic improvement and high caliber teaching in safe and supportive learning environments. The Mirus curriculum is rigorous, relevant, student and teacher driven. The learning opportunities offered at Mirus prepares students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. Mirus is committed to developing curriculum and assessments that measure the extent to which students possess college, career and citizen-ready skills and knowledge of the California Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).

The Mirus curriculum departments, led by highly qualified teachers and under the guidance of the Curriculum and Professional Development Coordinator, design and create the subject matter curriculum using the CCSS and the NGSS as their guides. The teachers use a wide variety of teaching techniques to engage all learning modalities, including technology based learning. Because many of the Charter School's students have the option to take online and blended (independent study/online) learning courses, Mirus teachers are trained to become iNACOL Leading Edge Certified. This national online teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. Upon successful completion, the certification will give schools, districts and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

Mirus Secondary School’s grade 7-12 course catalogs, course descriptions (**Appendix M**), University of California a-g (**Appendix B**), NCAA (**Appendix C**) and College Board Advanced Placement Audit (**Appendix D**) lists are reviewed and revised as necessary on an annual basis to ensure that the optimal academic outcomes are met. All of Mirus’ core courses, foreign language, visual & performing arts and some electives are listed on the approved UC a-g and NCAA lists.

## ENGLISH/LANGUAGE ARTS

English courses require students to be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Students are engaged in increasingly complex tasks of decoding, analyzing and synthesizing materials that include many cross-curricular texts, playing an important part in building students’ content knowledge. It is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. Throughout the Language Arts and English courses, the students will participate in various text types that explore text to text, text to self and text to world items. They will conduct research and create various forms of writings that demonstrate a high level of competency in each of the genres found in English/Language Arts. The students that demand a greater or rigorous academic challenge will have the ability to take Advanced Placement courses. The Advanced Placement exams will be offered and administered in the spring semester for students that have taken and passed the AP courses. All courses will also provide for remediation and/or scaffolding for students with disabilities or English Learners.

ENGLISH/LANGUAGE ARTS MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	English 7-1, 7-2 (online/blended (independent study/online) options)
Eighth Grade	English 8-1, 8-2 (online/blended (independent study/online) options)
Ninth Grade	English 1, 2 (online/blended (independent study/online) options) or Accelerated English 1,2 (online)
Tenth Grade	English 3, 4 (online/blended (independent study/online) options) or Accelerated English 3,4 (online)
Eleventh Grade	American Literature 1, 2 (online/blended (independent study/online) options) or Honors American Literature 1, 2 or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)
Twelfth Grade	World Literature 1, 2 or English (British) Literature 1, 2 (online/blended (independent study/online) options) or Honors English (British) Literature 1,2 (online) or AP English Language & Composition 1, 2 (online option) or AP English Literature & Composition 1, 2 (online option)

## MATHEMATICS

Students use a focused and coherent curriculum that is aligned to the California Common Core State Standards (CCSS) and that builds solid conceptual understanding through a focus on problem solving. Following the concrete to pictorial to abstract instructional sequence, students develop deep conceptual understandings and are well prepared for the challenge of higher levels of mathematics

encountered in middle and high school. The students are provided a rigorous mathematical educational experience incorporating the mathematical shifts demanded by the Common Core of greater focus of the depth of a topic, coherence among topics and grade levels and the rigorous authentic command of the mathematical concepts. All 9-12 grade courses are UC a-g and NCAA approved. Mirus offers a blended and online learning option for the college preparatory math courses listed below where applicable. All of the math courses allow the students to demonstrate concepts based on real world problems while preparing the students to graduate from Mirus Secondary School as college and career ready citizens.

<b>MATHEMATICS MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	Math 7-1, 7-2 (online/blended (independent study/online) options)
Eighth Grade	Math 8-1, 8-2 (online/blended (independent study/online) options) or Algebra 1,2 or Integrated Math 1,2
Ninth Grade	Algebra 1, 2 (online/blended (independent study/online) options) or Integrated Math IA, IB (online/blended (independent study/online) options)
Tenth Grade	Geometry 1, 2 (online/blended (independent study/online) options) or Integrated Math IIA, IIB (online/blended (independent study/online) options)
Eleventh Grade	Intermediate Algebra 1, 2 (online/blended (independent study/online) options) or Integrated Math IIIA, IIIB (online/blended (independent study/online) options)
Twelfth Grade	Statistics 1, 2 or Pre-Calculus 1, 2 (online/blended (independent study/online) options) or Honors Pre-Calculus 1, 2 or AP Calculus AB 1,2 (online) or AP Statistics 1,2 (online)

## SCIENCE

All science courses are aligned to the CCSS and the Next Generation Science Standards (NGSS). All science courses have wet labs embedded throughout the course. The science curriculum encourages scientific inquiry, group activities and real-world applications. In the elementary grades, interdisciplinary core ideas are embedded in the Language Arts curriculum. Additionally, students are provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used. The middle school students are introduced to Life Science, Physical Science and Earth Science. They are engaged on hands-on experiences, virtual and wet labs throughout their courses. The 9<sup>th</sup>-12<sup>th</sup> grade students are required to take Physics or Chemistry and Biology. All of these science courses are UC a-g and NCAA approved. Additionally, Mirus offers a UC a-g approved Earth Science elective. As is the case with all of the other disciplines, the students that desire to have a blended or online education may enroll in a UC a-g science course. The Science Department has augmented the online curriculum with in person wet labs; this has resulted in the online courses receiving the full approval from the University of California.

<b>SCIENCE MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>

Seventh Grade	Middle School Life Science (online/blended (independent study/online) options)
Eighth Grade	Middle School Physical Science (online/blended (independent study/online) options)
Ninth Grade	Earth Science 1, 2 or Physics 1, 2
Tenth Grade	Biology 1, 2 (online/blended (independent study/online) options) or Honors Biology 1,2 (online)
Eleventh Grade	Chemistry 1, 2 (online/blended (independent study/online) options) or Honors Chemistry 1, 2 or AP Environmental Science 1,2

## **SOCIAL SCIENCES**

All social science courses align to the CCSS while incorporating current real- world issues i.e. Middle East conflicts, immigration & politics as they are relevant to Mirus Secondary School’s student population. The middle school students participate in courses about ancient civilizations, medieval & modern times and the history of the United States. They may also take an elective UC a-g approved course in geography. The high school students have UC a-g approved and NCAA course offerings of World History, Geography & Economics, United States History, Government, and Economics. Mirus offers Honors United States History and an online Advanced Placement course in Human Geography. The teachers incorporate current events into the curriculum at all grade levels through field trips, guest speakers and virtual e-tours.

<b>SOCIAL STUDIES MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2 (online/blended (independent study/online) options)
Eighth Grade	United States History & Geography 8-1, 8-2 (online/blended (independent study/online) options)
Ninth Grade	Geography 1
Tenth Grade	World History, Geography & Economics 1, 2 or AP World History 1,2 (online)
Eleventh Grade	United States History 1, 2 (online/blended (independent study/online) options) or AP Human Geography 1, 2 (online elective) or AP United States History 1,2 (online)
Twelfth Grade	Government 1 and Economics 1 or AP Human Geography 1, 2 (online elective) or AP Government and Politics: U.S. (online)

## **FOREIGN LANGUAGES (Languages Other Than English)**

Mirus Secondary School offers a full three years of Spanish (1-6); UC required/recommended and two full years of German (1-4); UC required. The foreign language curriculum satisfies the UC requirement for admission. The students may take a foreign language as early as the 7<sup>th</sup> grade. The blended/online courses are UC a-g approved and they integrate a full speaking and listening component in a fun, interactive way using avatars and a token economy system of rewards while learning. The foreign language department is currently developing a third year of German, which includes field trips and guest speaker opportunities.

<b>FOREIGN LANGUAGE COURSES MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	Spanish 1, 2 (online/blended (independent study/online) options) German 1, 2 (online/blended (independent study/online) options)
Eighth Grade	Spanish 1-4 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)
Ninth Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)
Tenth Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)
Eleventh Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)
Twelfth Grade	Spanish 1-8 (online/blended (independent study/online) options) German 1-4 (online/blended (independent study/online) options)

## **VISUAL ARTS**

Mirus offers several visual arts courses approved by UC a-g (V&PA). The students may take General Art, Commercial Art, or Photography to satisfy the UC V&PA requirement. Mirus also offers Drawing and Music Appreciation courses for those students that are interested in a different approach in the arts. The students may also engage in an online Digital Arts course as well, offered in the Career Technical Education course list.

<b>VISUAL AND PREFORMING ARTS (V&amp;PA) COURSES MATRIX</b>	
<b>Grade Levels</b>	<b>Course Titles/Semester</b>
Seventh Grade	Art 7-1, 7-2
Eighth Grade	Art 8-1, 8-2
Ninth Grade	Art 1, 2 Art History 1 Commercial Art 1, 2 Photography 1, 2 Art History 1 Drawing 1 Music Appreciation 1, 2
Tenth Grade	Art 1, 2 Art History 1 Commercial Art 1, 2 Photography 1, 2 Art History 1 Drawing 1 Music Appreciation 1, 2
Eleventh Grade	Art 1, 2 Art History 1 Commercial Art 1, 2 Photography 1, 2

	Art History 1 Drawing 1 Music Appreciation 1, 2
Twelfth Grade	Art 1, 2 Art History 1 Commercial Art 1, 2 Photography 1, 2 Art History 1 Drawing 1 Music Appreciation 1, 2

## GENERAL ELECTIVES

Mirus offers many semester length and yearlong additional electives courses for the high school students that attribute to their becoming a more well-rounded, college and career, 21<sup>st</sup> Century citizen.

<b>GENERAL ELECTIVE COURSES</b> <b>Grades 9-12</b>
Altus Success 1,2
Career and Life Management 1, 2
Career Explorations 1, 2
Driver's Education
General Work Experience Education 1,2
General Work Experience Education 3,4
Geography 1
AP Human Geography 1, 2 (online)
Health and Driver's Education
Independent Study PE
Keyboarding & Computer Lit.
Keyboarding 1, 2
Literacy 1, 2, 3, 4
Philosophy 1
Psychology 1, 2 (online/blended (independent study/online) options)
AP Psychology 1, 2 (online)
Pathways Exhibition - ePortfolio
Service Learning 1, 2
Sociology 1 (semester only)
Sociology 1, 2 (online)
Study Skills

## POST HIGH SCHOOL PATHWAYS

Once a student has been enrolled in a Resource Center at Mirus, the student completes a personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths and interests to post-

secondary goals, and improve student outcomes. The parent/guardian, student and teacher meet to discuss the results. The results demonstrate the student’s learning style, as well as career interests. Based on the career interest, the teacher assists the student with creating a post high school plan. Mirus Secondary School’s students are then placed in one of four post high school pathways: four year college/university, two year college, vocational/Career Technical Education, and the military. The previous courses satisfy the post high school pathways for college bound students. In addition to the college preparatory coursework, Mirus offers courses that are specifically designed for students in grades 9-12 that have expressed an interest in the vocational/career technical educational or military pathways.

**CAREER TECHNICAL EDUCATION**

Mirus offers 26 Career Technical Education (CTE) courses for students who have expressed an interest in entering the world of work post high school. Courses such as The Introduction to Health Sciences can lead to the students receiving certification in becoming a nursing assistant or pharmacy technician. Introduction to Business and Health Science Concepts have been approved as college preparatory electives by the University of California

<b>CAREER TECHNICAL EDUCATION COURSES</b> <b>Grades 9-12</b>	
Business Careers 1,2	
Business Law 1, 2	
Child Development/Parenthood Education 1	
Health 1	
Journalism 1, 2	
Nutrition 1, 2	
Parenting and Infant Development 1, 2	
Career Planning & Development 1	
Computer Applications: Office® 2010*	
Computer Science 1, 2	
Digital Arts 1, 2	
Introduction to Business 1, 2	
Introduction to Entrepreneurship 1, 2	
Personal Finance 1	
Introduction to Health Sciences 1, 2	
Strategies for Academic Success	

**MILITARY SCIENCES**

Mirus Secondary School offers several military science courses to its students. These courses will be submitted to the University of California for their approval during the next approval cycle

<b>MILITARY SCIENCE &amp; CADET CORPS COURSES</b> <b>Grades 9-12</b>	
Ninth Grade	-Military Science 1, 2

Tenth Grade	-Military Science 1, 2
Eleventh Grade	-Military Science 1, 2
Twelfth Grade	-Military Science 1, 2

## 9. Graduation Requirements

Students graduating with a High School Diploma from Mirus Secondary School must complete 42 semester credits in grades 9-12. Mirus Diploma graduation requirements may fulfill the University of California (UC) and California State University (CSU) admission requirements.

<b>GRADUATION COURSE REQUIREMENTS</b>	
<b>English - 8 semester credits (4 years required)</b>	<b>Mathematics - 6 semester credits (3 years required, 4 years recommended)</b>
<b>4 credits</b> - English 1-4 or Accelerated English 1-4  <b>2 credits</b> - American Literature, or Honors American Literature or AP English Language and Composition or AP English Literature and Composition  <b>2 credits</b> - World Literature or Contemporary Voices in Literature or English Literature or AP English Language and Composition or AP English Literature and Composition or Honors English Literature	<b>2 credits</b> – Integrated Math 1 or Algebra  <b>2 credits</b> – Integrated Math 2 or Geometry  <b>2 credits</b> - Integrated Math 3 or Intermediate Algebra  <b>Optional 4<sup>th</sup> Year Credits</b> – Statistics or Pre-Calculus or Honors Pre-Calculus AP Calculus AB AP Statistics
<b>Science - 4 semester credits (2 years required, 3 years recommended)</b>	<b>Social Studies - 6 semester credits (3 years required)</b>
<b>2 credits</b> - Physical Science (Earth Science or Physics or Chemistry)  <b>2 credits</b> - Life Science (Biology) or Honors Biology  <b>Optional 3<sup>rd</sup> Year Credits</b> – Honors Chemistry or AP Environmental Science	<b>2 credits</b> - World History, Geography & Economics or AP World History  <b>2 credits</b> - US History or Honors US History or AP U.S. History  <b>1 credit</b> – Government or AP Government and Politics: US  <b>1 credit</b> – Economics
<b>Electives - 13 semester credits</b>	<b>Pathways Portfolio - 1 semester credit</b>

PE credits earned prior will be counted as elective credits	All students must complete and present a Pathways Portfolio	
UC/CSU: 2 credits – Approved electives in same area		
<b>World Languages and Visual and Performing Arts (V&amp;PA) – 2 semester credits</b>		
<u>Option 1:</u> <b>2 credits</b> - World Language (both semesters must be the same language)	<u>Option 2:</u> <b>2 credits</b> - V&PA	
<u>UC/CSU Option:</u> <b>4 credits</b> – World Language (all semesters must be the same language; 2 years required, 3 years recommended) <b>2 credits</b> – Visual and Performing Arts (both semesters need to be the same course)		
<b>Career &amp; Technical Education (CTE)/Service Learning/ Work Experience Education (WEE) 2 semester credits</b>		
<u>Option 1:</u> <b>2 credits</b> - CTE (Career and Technical Education).	<u>Option 2:</u> <b>2 credits</b> - Service Learning (120 hours total of community service).  <i>Recommended for UC &amp; CSU students.</i>	<u>Option 3:</u> <b>2 credits</b> - Work Experience (240 hours of paid employment approved by a school counselor).
<b>Grade Point Average (GPA)</b>		
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.		

## 10. PROFESSIONAL DEVELOPMENT

Mirus Secondary School is dedicated to the professional growth of all of its employees and provides a comprehensive professional development program for its faculty and staff based on student achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. As Mirus focuses on improving the quality of life for students, their families, our employees, and the community at large, the professional development program is designed to assist staff in fulfilling this mission and provides a rigorous academic experience for our teachers, office staff, and other stakeholders. On a holistic level, the professional development program provides support for Mirus employees to develop skills and techniques crucial to their personal lives

as they work toward a healthy work/life balance. In short, the program is a ‘school within a school’ for the purposes of teaching and learning and will increase student achievement results, faculty and staff retention, the well-being of Mirus Secondary School’s employees, and our students.

Mirus offers professional learning opportunities Tuesday-Thursday throughout the school year from July-May. The professional development plan includes:

## **1. Ethical Responsibilities and Strategic Planning**

- a. Quarterly Faculty Meetings
- b. Quarterly Office Meetings
- c. Monthly Instructional Meetings
- d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen Trainings
- e. Executive Studies on Educational Leadership
- f. Leadership Meetings
- g. Youth Mental Health First Aid Responder Training

## **2. Curriculum Content Training**

- a. Core content: Math, English Language Arts, English Learners, Science, Social Studies
- b. Foreign Language: Spanish and German
- c. Visual & Performing Arts: Drawing, Photography, and Music Appreciation
- d. Gifted and Talented Education (GATE): Mirus will offer cohort trainings to the teachers to meet the academic needs of this group of learners
- e. The Verification Process for Special Settings (VPSS) offered at Mirus will combine subject matter coursework from an accredited college or university and professional development that is intensive and focused on the subject matter content specified in the California standards, frameworks and Commission on Teacher Credentialing (CTC) subject matter assessments. The specifications for the professional development component will cover content aligned to the CTC Subject Matter Requirements (SMRs) and thus the content of the California Subject Examinations for Teachers (CSET) Single Subject Examinations, the California Core Academic Standards. The professional development will incorporate theory and practice, will be organized in two levels, and will meet the ESEA criteria for high quality professional development. The duration of the modules will be designed to meet the need for sufficient intensity of the training.
- f. Leading Edge Certification: Mirus shall offer this national online teacher certification that guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching.

Upon successful completion, the certification will give schools, districts and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

### **3. Student Engagement**

- a. Post High School Pathways Training will consist of Naviance training, guest speakers from two- and four-year colleges/universities, the military and industry.
- b. Special Instructional Services will offer special education training for general education teachers, literacy training specifically designed for the EL students, teacher training from the LGBTQ community.
- c. Partnerships will include visiting guest speakers and various educational, medical and industry entities.
- d. Pregnant & Parenting Students will be provided information on pre- and post-medical care and resources.
- e. Parent Trainings that are geared toward understanding the Common Core, the new assessments, English Language Advisory Committee and school access issues will be offered.

### **4. Workforce Efficiency and Effectiveness**

- a. Edgenuity Training- online curriculum content provider
- b. Audit and Compliance/ Rigor, Content and Quality
- c. Office 2010 Tools: Excel, PowerPoint, Publisher, Word
- d. Google, Apple for Educators (InTech)
- e. Moodle and Weebly (blended (independent study/online) learning)
- f. New Teacher Training & Resource Center Associate Training

## **11. ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS**

At the time that a parent submits an application to enroll his/her student in Mirus Secondary School, the School provides written information to parents of students in grades 9-12 regarding the transferability of courses to other public high schools and the eligibility of the courses to meet college entrance admissions requirements.

## **12. CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES**

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in **Element B** of the charter for a description of Mirus Secondary School’s annual goals

to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

### **Local Control and Accountability Plan**

Mirus Secondary School will produce a Local Control and Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. Mirus shall submit the LCAP to the District and the San Bernardino County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by Mirus Secondary School.

### **13. PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL**

Mirus Secondary School’s **Multi-tiered System of Support (MTSS)** engages high-risk students in participating and excelling in school. Mirus identifies students who are below grade level immediately upon enrollment. At intake, Mirus administers the Measures of Academic Performance (MAP) English Language Arts and Math assessments. Counselors review these academic assessment results along with academic history and records to assess student overall achievement levels and inform the creation of the **Personalized Education Plan (PEP)** and the initiation of MTSS. The Charter School’s goals in implementing the tiered system of support are to increase student engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports are targeted toward high-risk students:

**Core Instruction:** Research-based instructional strategies are integrated into all core content curricular areas. Content area teachers are trained in research-based instructional strategies: Universal Design for Learning (UDL), embedded literacy instruction across curricular area, blended learning, differentiation, scaffolding, and formative assessments. Courses are adjusted based on student instructional level, interests, and Pathway. Students participate in small group and individual tutoring sessions.

**Professional Learning Communities:** Instructional Leaders provide training, resources, structure, and guidance to teachers to engage in frequent collaboration, analyze assessments, and implement best practices to increase student achievement.

**Data Collection, Monitoring, and Reporting:** Curriculum, instructional, and professional development decisions are made based on close analysis of student achievement and engagement data.

**Parent Trainings:** Research-based parent trainings are held on topics relevant to current family issues and trends.

**Intervention:** Intensive intervention process is designed to identify all areas of concern, causal factors, and personalized plan to address challenges.

**High School Completion Options:** Multiple paths to successful completion include preparation for GED or HiSET available to students who enroll significantly behind grade level in skills and high school credits.

**Student and Family Services and Supports through partnerships:** Established partnerships that are community based and free or reduced cost provided to students as part of their personalized intervention plan. The counselors facilitate appropriate referrals and resources for each student.

Student progress is monitored through the systematic PPEP process that requires analysis of student achievement measures at least three times throughout the school year. The instructional team, including the parent(s), determines the supports and services that are most effective with each student and identify any additional curricular and instructional supports necessary to support student achievement.

#### **14. PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL**

Through the **Multi-tiered System of Support (MTSS)**, Mirus systematically addresses support for all students, including gifted students and high achievers. Students who demonstrate the ability, through a variety of assessments, to perform above grade level will have a personalized education plan that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, and curriculum enrichment and extension. The instructional team including parents, teacher, counselor and student, collaborate to select appropriate courses including Honors courses and Advanced Placement (AP) courses. Aligned to Mirus' instructional framework, students are able to demonstrate mastery of subject matter standards at their own pace, giving students with advanced skills the option to complete courses in less time. Mirus provides opportunity for students to be concurrently enrolled in community college courses and to consult regularly with one of Mirus Secondary School's college counselors. Additionally, teachers participate in monthly professional development that focuses on instructional strategies and engagement techniques for a diverse student population.

Mirus Secondary School's program/service options for students who are identified as GATE include acceleration and enrichment through **Individualized Gate Plans** that detail instructional strategies and differentiation of curriculum.

Mirus provides **Gifted and Talented (GATE) Certified Instructional Leaders and teachers** at each Resource Center to consult and coordinate implementation of Individualized GATE Plans. Individualized GATE Plans detail student achievement levels, interests, instructional resources and strategies utilized to engage the learner, curricular extension to enhance the learning experience for the student, and identify formative and summative assessments to evaluate learning. GATE Plans are reviewed and updated by the Instructional Team, including the student and parent, annually for all identified GATE students. Resource Centers offer field trips, guest speakers, and tutoring sessions that link curriculum to College and Career Readiness and enhance the learning experience for all students.

#### **15. PLAN FOR ENGLISH LEARNERS**

Mirus Secondary School shall comply with all legal requirements for English Learners ("EL")

applicable to non-charter California public schools pertaining to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Mirus Secondary School shall implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

### **Home Language Survey**

Mirus Secondary School administers the home language survey upon a student's initial enrollment into the school (on enrollment forms).

### **CELDT Testing<sup>1</sup>**

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment<sup>2</sup> and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

Mirus Secondary School shall notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the ESEA for annual English proficiency testing.

Results of each student's assessment will be sent to parents or guardians in their primary language. These results will also be included in the Pathways Personalized Education Plan for instructional planning.

### **Reclassification Procedures**

Reclassification procedures will utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents

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<sup>1</sup> All references in the charter to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

<sup>2</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Mirus has a systematic process to monitor the academic progress of Reclassified Fluent English Proficient (RFEP) students for two years from the year of reclassification. Through the personalized education planning process, the instructional team reviews assessment results including MAP Reading, MAP Language Usage, CAASPP results, curriculum-embedded assessments, course grades, and work samples. RFEP students are expected to meet grade-level content standards and to meet the A-G requirements for high school graduation. Parents are notified of ongoing progress after reclassification during parent-teacher meetings at each semester. The instructional team, through the personalized education process, identifies students who are not meeting progress standards and provide additional, appropriate services and supports to meet student needs. The effectiveness of services and supports is evaluated during the next phase of personalized education planning and adjustments are made to the instructional program as necessary.

### **Strategies for English Learner Instruction and Intervention**

Mirus Secondary School's goal for English Learner (EL) programs is to support the development of ELs' fluency in English and proficiency in the core curriculum. Mirus Secondary School provides a comprehensive English Language Development (ELD) Program that includes Integrated ELD elements and Designated ELD elements to ensure that each and every student is able to meet grade level goals. Program effectiveness is monitored using assessment data and programs are modified as needed based on information from assessments and instructional team input. ELs have full access to Mirus Secondary School's educational program through Integrated English Language Development (ELD). All instructors who teach ELs use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CA CCSS) for ELA/Literacy and other content standards. All teachers are required to hold a Crosscultural Language and Academic Development (CLAD) credential. Teachers are specifically trained on ELD standards and research-based instructional strategies including SDAIE. Instructional resources are selected to support EL student achievement. Mirus utilizes a web-based comprehensive English language learning program (BrainPOP ESL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary. Mirus offers EL students blended learning opportunities. Online courses (Edgenuity) are made available and may be selected for students based on academic need. These courses offer many supports for EL students including audio translation of text, explicit instruction of academic vocabulary, and close reading of text.

Designated ELD program elements include student participation in Literacy courses. These courses are aligned to the CA ELD standards and are designed to target the critical language skills ELs need for content learning in English. The Literacy courses are enhanced with small group and individualized tutoring sessions with an instructional focus on linguistic elements and language communication. The

instructional team, including parents, sets proficiency goals for students with measures and benchmarks for achievement.

Mirus Secondary School monitors EL student development using:

- CELDT scores
- MAP Reading scores
- MAP Language Usage scores
- Curriculum Embedded Assessments
- CAASPP
- Teacher and parent observation

The instructional team, through the personalized educational planning process, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, interventions through the **MTSS** are applied. These interventions can include additional ELD instruction, instructional aids and supports, and/or family and community support services.

## **16. PLAN FOR STUDENTS WITH DISABILITIES**

### **General Overview**

Mirus Secondary School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

Mirus Secondary School is an independent local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). Mirus Secondary School was one of the founding partners of the El Dorado County Charter SELPA [**See Appendix N**]. Should Mirus Secondary School choose to change Special Education Local Plan Areas, the Charter School will provide the District with written proof of acceptance to another State Board of Education approved SELPA that is consistent with subdivision (a), (b), or (c) of Education Code Section 56195.1 at least one month prior to the proposed effective date of the change.

Mirus Secondary School is solely responsible for ensuring that all children with disabilities enrolled in Mirus Secondary School receive special education and related services in a manner that is consistent with all applicable provisions of state and federal law, regardless of students’ home district and shall comply with all requirements of the IDEIA.

Mirus Secondary School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

Because Mirus Secondary School shall operate as its own LEA for the purposes of special education, the District shall have no further responsibility for the coordination or provision of special education services to Mirus Secondary School students, regardless of the school district of residence of students,

and Mirus Secondary School shall be exclusively responsible for the coordination and provision of special education services to Mirus Secondary School students and for any and all other obligations of a school or school district relative to services for students with special needs, including identification of such students. Mirus Secondary School's insurance and indemnification obligations pursuant to this Charter and/or any MOU, specifically including all requirements to provide insurance coverage for the District and District Personnel and/or to indemnify, defend, and hold harmless the District and all the "Indemnitees" as identified in the Indemnification section of this Charter and/or any MOU, shall extend with full force and effect to any and all matters in any way related to or arising from compliance with the IDEIA, Section 504, the Americans with Disabilities Act, and the provision of services to students with special needs and access to Mirus Secondary School and its facilities.

Mirus Secondary School is strongly committed to serving the needs of all students enrolled in its program. Mirus embraces a full inclusion model in the delivery of special education and related services. Traditionally, inclusion is the practice of educating students with disabilities in the same classrooms as students without disabilities. In the absence of traditional classrooms at Mirus, students who receive Special Education services are fully included in the instructional programs that Mirus offers. In addition to full inclusion, Mirus offers and makes available to students the full continuum of special education placements and services as needed to ensure that students with disabilities receive a FAPE. Mirus accommodates students with a wide range of academic skills, emotional developments, and learning styles through a collaborative model. General education teachers and Education Specialists partner to ensure compliant implementation of the IEP services and supports while collaborating in their efforts to assist students in meeting their IEP goals. They work together weekly to customize curriculum, decide on appropriate mode of delivery, and analyze formative assessments.

Mirus works closely with the El Dorado County Charter SELPA in order to coordinate services locally. Mirus representatives attend El Dorado County Charter SELPA organizational meetings on a monthly basis. These meetings are designed to assure compliance in the administration of the program, delivery of service, and fiscal management.

Fully credentialed special education Education Specialists and Resource Specialists are hired locally and as direct Mirus employees, provide Specialized Academic Instruction (SAI) to students who have been identified as requiring the service as part of their Free and Appropriate Public Education (FAPE). Special Education related services are contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services are provided by California Department of Education (CDE) certified Non-public Agencies (NPA) and Non-public Schools. Contracts with these providers assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development for special education staff is conducted in San Diego County. Facilities are compliant with IDEIA requirements.

Mirus is committed to providing each and every student with disabilities a Free and Appropriate Public Education (FAPE) in the student's Least Restrictive Environment (LRE). Mirus contracts with CDE approved Non-Public Schools (NPS) to provide higher level of care in a more restrictive setting in cases where IEP teams determine other settings are most appropriate for students.

### **Section 504 of the Rehabilitation Act**

Mirus Secondary School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by Mirus Secondary School shall be accessible for all students with disabilities.

Mirus Secondary School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program of Mirus Secondary School. Any student, who has a physical or mental impairment which substantially limits a major life activity including but not limited to learning, is entitled to protections pursuant to Section 504 and the ADA.

A 504 team shall be assembled by the School Learning Lead and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations, modifications, and/or services are needed to ensure that the student receives a FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications and/or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The School Learning Lead will ensure that teachers include 504 Plans with instructional planning for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### **Services for Students under the "IDEIA"**

*The following description regarding how special education and related services is provided and funded is included in the charter for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter, and is not binding on the District. The specific manner in which special education and related services is provided and funded is set forth in a MOU, delineating the respective responsibilities of Mirus Secondary School and the SELPA. A copy of the MOU is available to the District upon request.*

Mirus Secondary School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

Mirus Secondary School shall provide services for special education students enrolled in the Charter School. Mirus Secondary School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Mirus Secondary School agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Mirus Secondary School students, staff, facilities, equipment and records as required or imposed by law.

### **Staffing**

All special education services at Mirus Secondary School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Mirus Secondary School staff shall participate in SELPA in-service training relating to special education.

Mirus Secondary School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Mirus Secondary School shall ensure that all special education staff hired or contracted by Mirus Secondary School is qualified pursuant to SELPA policies, as well as meet all legal requirements. Mirus Secondary School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Mirus Secondary School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### Notification and Coordination

Mirus Secondary School shall follow SELPA policies as they apply to all SELPA schools regarding implementation of special education services. Mirus Secondary School shall adopt and implement policies relating to all special education issues and referrals.

### Identification and Referral

Mirus Secondary School shall have the responsibility to identify, refer, and work cooperatively in locating Mirus Secondary School students who have or may have exceptional needs that qualify them to receive special education services. Mirus Secondary School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Mirus Secondary School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. Mirus Secondary School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Mirus Secondary School shall obtain parent/guardian consent to assess Mirus Secondary School students.

### IEP Meetings

Mirus Secondary School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Mirus Secondary School shall be responsible for having the following individuals in attendance at the IEP meetings: the School Learning Lead and/or Mirus Secondary School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other Mirus Secondary School representatives who are knowledgeable about the regular education program at Mirus Secondary School and/or about the student. Mirus Secondary School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### IEP Development

Decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Mirus Secondary School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### IEP Implementation

Mirus Secondary School shall be responsible for all school site implementation of the IEP. As part of this responsibility, Mirus Secondary School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for Mirus Secondary School's non-special education students. Mirus Secondary School shall also provide all home-school coordination and information exchange. Mirus Secondary School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

### Interim and Initial Placements of New Charter School Students

Mirus Secondary School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Mirus Secondary School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Mirus Secondary School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Mirus Secondary School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Mirus Secondary School from a district operated program under the same special education local plan area of Mirus Secondary School within the same academic year, Mirus Secondary School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Mirus agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Mirus Secondary School with an IEP from outside of California during the same academic year, Mirus Secondary School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Mirus Secondary School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Mirus Secondary School, and develops a new IEP, if appropriate that is consistent with federal and state law.

### Non-Public Placements/Non-Public Agencies

Mirus Secondary School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

### Non-discrimination

It is understood and agreed that all children will have access to Mirus Secondary School and no student shall be denied admission nor counseled out of Mirus Secondary School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

### Parent/Guardian Concerns and Complaints

Mirus Secondary School implements policies for responding to parental concerns or complaints related to special education services. Mirus Secondary School shall receive any concerns raised by parents/guardians regarding related services and rights.

Mirus Secondary School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

### Due Process Hearings

Mirus Secondary School may initiate a due process hearing or request for mediation with respect to a student enrolled in Mirus Secondary School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Mirus Secondary School shall defend the case.

### SELPA Representation

Mirus Secondary School shall represent itself at all SELPA meetings.

### Funding

Mirus Secondary School is subject to the allocation plan of the SELPA.

## Element B: Measurable Pupil Outcomes

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**Governing Law:** *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

As a public charter school, Mirus Secondary School recognizes and accepts a heightened level of accountability for reaching ambitious standards for student achievement. Mirus has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d).

As the state finalizes new standardized assessment tools (e.g., the California Assessment of Student Performance and Progress (“CAASPP”) assessment system) and new school performance measures (e.g., API), Mirus will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support this mission.

### 1. STUDENT OUTCOMES

Mirus Secondary School, by teaching a challenging and clearly defined core of shared content, grade by grade, will raise students' academic achievements and abilities across a wide range of subject matters and skills.

It is a goal of Mirus Secondary School for graduates to demonstrate appropriate age or grade-level mastery of the following core academic skills:

**English/Language Arts.** Students will demonstrate strong reading, writing, listening, speaking and presentation skills, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

**Mathematics.** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state standards.

**Science.** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences.

**History and Social Studies.** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.

**World Language.** Students will be given the opportunity to gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language.

**Visual and Performing Arts.** Students will study the various arts disciplines and careers related to those disciplines. Classes will demonstrate the influence of the arts across the curriculum and generate in the students an appreciation for visual and performing arts in their daily lives.

**Physical Education.** Students will be offered courses that are consistent with the expectations established under charter law and each student’s personalized education plan.

Underlying and utilized throughout each of the subject areas will be other core skills such as:

- Critical thinking skills, e.g. problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology consistent with the National Educational Technology Standards.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Life-long learning skills: study skills and habits, planning, initiating and completing a project, and the ability to reflect and evaluate one’s own learning.
- Social skills: citizenship and leadership as demonstrated by the planning and implementing of community service, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Life skills: financial management, job readiness and career development, higher education continuance skills and appreciation for the arts.

In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of performance measurements at various points throughout their experience at Mirus.

## **2. GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Mirus Secondary School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student subgroups who attend Mirus Secondary School, including low income students, English Learners, foster youth, and students who qualify as homeless. The metrics associated with these goals will help Mirus Secondary School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula (LCFF). Each of Mirus Secondary School’s goals, actions, and measurable outcomes are listed below,

along with the specific metrics that will be used to monitor progress toward achieving these goals.

**Goal 1: To Increase Student Achievement in Areas Appropriate for an Alternative Schools Accountability Model (ASAM) School.**

Goal 1 aligns with the following state priorities: student achievement (#4), pupil engagement (#5), and other pupil outcomes (#8).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

**1.1 Data and Measures of Student Achievement**

Applicable Student Groups: All

- a. Improve current Storybook processes that incorporates segmentation of sub-groups for Participation, Credits, Dropout, Graduation Rates, MAP Growth Targets, and Pathways
- b. Refine processes of disaggregating sub-group data in the Master Data Spreadsheet for Monthly Storybook and Annual Storybook
- c. Continue to incorporate additional analysis and summary for sub-group data in Monthly Storybook and Annual Storybook
- d. Monitor the implementation of web-based NWEA system
- e. Continue to disaggregate and analyze sub-group data for new and current students taking NWEA Pre- and Post- Assessments
- f. Provide Professional Development for teachers in analyzing sub-group reports that are provided through web-based system

**1.2 Intervention and Student Support**

Applicable Student Groups: All

- a. Recruit, hire, and retain high quality teachers to engage high risk students and support student achievement
- b. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals
- c. Provide a 12 month academic calendar for all students to attend school year-round. This supports student participation in school and progress towards graduation goals.
- d. Refine Intervention and Diversion Program to include multi-tiered system of supports, connected to community partnerships, that will increase high risk students' engagement in school
- e. Continue to provide Supplemental Educational Services (SES) for eligible students to increase student skills in ELA and math.
- f. Designate teachers at Graduation Zones to support graduating seniors (Resource Center Annexes)
- g. Provide multiple pathways to earn a high school diploma or equivalent

- h. Continue to expand Post High School Pathways Program to incorporate Career Technical Education

### **1.3 Intervention and Support for English Learners (EL) and Reclassified fluent English proficient (RFEP)**

Applicable Student Groups: English Learners, Redesignated fluent English proficient

- a. Increase participation opportunities in the English Language Advisory Committee (ELAC)
- b. Provide training for designated teachers on CELDT administration
- c. Provide goal setting skill development training for teachers to promote success on the CELDT for LTELs.
- d. Continue to provide and expand access to instructional materials/practices that promote EL achievement
- e. Continue to provide translation and interpretation services for families

### **1.4 Intervention and Support for Homeless and Foster Youth**

Applicable Student Groups: Homeless Students, Foster Youth

- a. Continue to designate a Homeless and Foster Youth Liaison that will facilitate partnerships and coordinate programs that promote Foster Youth achievement
- b. Continue to provide homeless and Foster Youth School Engagement Trainings for teachers
- c. Make tutoring services available to homeless and Foster Youth students to close skill gaps in ELA and math
- d. Continue to monitor academic progress and attendance rates for homeless and Foster Youth
- e. Continue to provide transportation for homeless youth to promote school stability
- f. Continue to implement immediate enrollment processes for homeless and foster youth, create course plans based on diploma options, and issue/honor course in progress calculations.

### **1.5 Intervention and Support for Students with Disabilities**

Applicable Student Groups: Special Education

- a. Continue to provide Students with Special Needs School Engagement Trainings for teachers
- b. Provide all related services, including ERMHS, as described by IEP teams
- c. Continue to monitor academic progress and attendance rates for students with special needs

Expected Annual Measurable Outcomes:

- Maintain a dropout rate of 5% or less
- Increase student participation rate (attendance rate) by .5%
- Increase student credit completion rate by .5%
- Increase percent of students meeting NWEA MAP growth targets by at least 1%
- Increase percent of students “meeting” or “exceeding” ELA and math standards on state assessments by at least 4%
- English Learner Reclassification Rate will increase by 1 %
- Meet and exceed Annual Measurable Achievement Objectives (AMAO) 1 and AMAO 2.
- Increase 5-year and 6-year cohort graduation rates by 1%
- 90% of students report confidence in their ability and skills to learn and succeed in school on annually confidence surveys

**Goal 2: Provide a Broad and Rigorous Course of Study Focused on 21<sup>st</sup> Century Learning Skills that Align to CCSS, NGSS, ELD, and CTE that is Accessible to All Students.**

Goal 2 aligns with the following state priorities: access to standards-aligned materials (#1), implementation of State Standards (#2), pupil achievement (#4), and course access (#7).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

**2.1 Personalized Pathways Educational Plan (PPEP)& College and Career Readiness**

Applicable Student Groups: All

- a. Expand course offerings for 4-Year College & University, 2-Year College, Career & Technical Education, and Military Pathway programs
- b. Continue to provide multiple pathway options towards successful high school completion
- c. Create CTE Certification Programs
- d. Provide Pathways training and support to instructional staff, parents, and students
- e. Continue to offer Pathways E-Portfolio graduation requirement to promote 21<sup>st</sup> century learning and digital literacy

**2.2 Standards aligned Course of Study and Curriculum**

Applicable Student Groups: All

- a. Continue to provide access to advanced courses and learning opportunities (Advanced Placement (AP), Honors courses and Accelerated courses)

- b. Review, update and monitor course of study to fully align with Common Core State Standards (CCSS), ELD State Standards, Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements
- c. Continue to expand online course offerings to include CCSS, NGSS, UC/CSU a-g, NCAA approved Edgenuity courses to enhance learning opportunities for all students

### **2.3 Additional Instructional Program Development**

Applicable Student Groups: All

- a. Continue to expand CTE course offerings aligned to key sectors and student interest
- b. Continue to develop Internship program, establish partnerships with key industries, and expand Work Experience Education (WEE) program
- c. Continue to provide Naviance program to students
- d. Review and revise data collection, segmentation and reporting, as needed

### **2.4 Additional Support for EL**

Applicable Student Groups: English Learners, Redesignated fluent English proficient

- a. Ensure access to advanced courses and learning opportunities that lead to College and Career Readiness
- b. Continue to expand designated and integrated ELD program to include course offerings and instructional practices that promote literacy development
- c. Continue to offer blended learning opportunities for students utilizing online curriculum that features embedded tools and scaffolded supports to enhance learning opportunities for EL students
- d. Refine and align all core English courses to CCSS and ELD state standards

### **2.5 Additional Support for Homeless and Foster Youth**

Applicable Student Groups: Homeless Students, Foster Youth

- a. Ensure access to advanced courses and learning opportunities that lead to College and Career Readiness
- b. Offer credit recovery course options for highly mobile students who have previously taken courses without earning credit in order to promote recovery of instructional time and increase pacing towards high school graduation

### **2.6 Additional Support for Special Education**

Applicable Student Groups: Special Education

- a. Ensure access to advanced courses and learning opportunities that lead to College and Career Readiness

Offer customized course options based on Universal Design for Learning (UDL) with focus on foundational skill development and course extension options to increase learning opportunities for students with disabilities.

Expected Annual Measurable Outcomes:

- Increase the percentage of CCSS aligned courses to 85%
- Increase the percentage of NGSS aligned courses to 40%
- Maintain percentage of ELD aligned ELA courses at 100%
- Maintain 100% of core courses supervised by high quality, credentialed teachers
- Increase advanced course offerings to 5 Honors courses and 5 AP courses
- Increase student participation in CTE courses by 5%
- Maintain the Work Experience Education Program
- Maintain 100% UC A-G approval rate for core courses

**Goal 3: Provide Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and Highly Quality Instruction**

Goal 3 aligns with the following state priorities: basic services (#1), implementation of state standards (#2), and other pupil outcomes (#8).

Actions: In order to achieve this goal, in alignment to these state priorities, the following actions and services will be provided:

**3.1 Instructional Capacity through Professional Development and Training**

Applicable Student Groups: All

- a. Increase teachers' subject matter competency in ELA and Math through Verification Process of Special Settings (VPSS)
- b. Increase Trainers in subject matter competency in ELA and Math through the Verification Process of Special Settings Training of Trainers (TOT)

**3.2 Professional Development- Curriculum and Instruction**

Applicable Student Groups: All

- a. Enhance Altus University course offerings and teacher training programs to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, advanced courses, and post-secondary Pathways.
- b. Increase teacher effectiveness through leadership studies and training focused on teaching as a professional practice

- c. Increase staff participation in San Diego County Office of Education Professional Development opportunities to increase teacher effectiveness in implementing CCSS, NGSS, ELD state standards, and Leading Edge Certification.

### **3.3 Professional Development- Curriculum, Instruction, and Support for EL**

Applicable Student Groups: English Learners, Redesignated fluent English proficient

- a. Provide teacher training on research-based strategies and tools to support Integrated ELD program and EL student achievement across curricular areas
- b. Provide teacher training on research-based strategies to support effective Designated ELD program and EL student achievement in literacy skill acquisition
- c. Increase parent knowledge of educational options and post-secondary planning through Altus University trainings

### **3.4 Professional Development- Curriculum, Instruction, and Support for Homeless and Foster Youth**

Applicable Student Groups: Homeless Students, Foster Youth

- a. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school

### **3.5 Professional Development- Curriculum, Instruction, and Support for Special Education**

Applicable Student Groups: Special Education

- a. Provide teacher training on research-based instruction and engagement strategies and tools to support full inclusion of students with special needs in the general education environment

#### Expected Annual Measurable Outcomes:

- 100% of teachers who have been employed for 3+ years will demonstrate subject matter competency in ELA and Math
- 100% of teachers will participate in at least 48 hours of professional development
- 90% of staff will report high levels of relevance as indicated by an average 4 ranking on teacher evaluations
- 95% Student/Parent Surveys will reflect high teacher satisfaction rate

**Goal 4: Provide a Safe Environment and Supportive School Culture for Students to Learn and Teachers to Teach.**

Goal 4 aligns with the following state priorities: safe facilities (#1), parental involvement (#3), and school climate (#6).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

#### **4.1 Safe Schools**

Applicable Student Groups: All

- a. Update and monitor School Safety Plan
- b. Maintain School Safety Committee to implement School Safety Plan (including Safety Drills)
- c. Provide training to ensure staff are informed, prepared, and compliant
- d. Maintain process for reviewing and updating equipment and tools (communication systems, emergency response kits, etc.)
- e. Provide parents and students with opportunities for input into safety planning

#### **4.2 Social, Emotional, and Behavioral Support Systems**

Applicable Student Groups: All

- a. Continue to offer a leadership and character development program, Cadet Corps, to promote student achievement
- b. Continue to train teachers in mental health crisis intervention
- c. Maintain small group learning environment at each Learning Center that promotes positive behaviors and accountability
- d. Maintain low FTE ratio to ensure appropriate guidance, support, and monitoring of student behavior(s) and academic achievement.
- e. Continue to counsel students in Pathway Options for matriculation and high school graduation

#### **4.3 Social, Emotional, and Behavioral Support Systems to Support Homeless and Foster Youth**

Applicable Student Groups: Homeless Students, Foster Youth

- a. Provide School Social Worker Services to coordinate agencies, provide services, and connect referrals and resources to support students' academic and social/emotional goals

#### **4.4 Social, Emotional, and Behavioral Support Systems to Support Special Education**

Applicable Student Groups: Special Education

- a. Provide ERMHS, as appropriate, that includes individual, group, and family counseling options along with behavior intervention services and supports that assist students' ability to achieve IEP goals.
- b. Provide School Psychologist position to oversee ERMHS and Behavior Intervention system effective implementation

Expected Annual Measurable Outcomes:

- Maintain a suspension rate at 3% or less
- Maintain an expulsion rate at 1% or less
- Maintain 90% or higher satisfaction rate from students on safety from Annual Surveys
- Maintain 90% or higher satisfaction rate from parents on safety from Annual Surveys
- Maintain a compliant School Safety Plan

**Goal 5: Provide Innovative, Engaging, and Community-Based Resource Centers to Serve Students and Parents.**

Goal 5 aligns with the following state priorities: facilities that promote learning climate (#1), parental involvement (#3), pupil engagement (#5), and school climate (#6).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

**5.1 Parent and Community Engagement**

Applicable Student Groups: All

- a. Provide opportunities and resources for parents and guardians to support student learning and college & career readiness
- b. Provide parent trainings through Altus University
- c. Implement annual Parent Surveys and analyze results
- d. Design innovative Resource Centers, enhanced with technology, that engage students in 21<sup>st</sup> Century learning environments to inspire student achievement
- e. Design website features and content to provide accurate and timely information to parents and community members
- f. Utilize web-based programs to increase parental engagement and involvement (Naviance, School Pathways Parent Portal)

**5.2 Community Relations and Partnerships**

Applicable Student Groups: All

- a. Establish, sustain, and expand community partnerships to support student and family engagement and learning

- b. Implement and expand marketing plan, utilizing strategies to inform parents and the community about enrollment options and resources at Mirus

### **5.3 English Learner Parents Engagement**

Applicable Student Groups: English Learners, Redesignated fluent English proficient

- a. Establish effective English Learner Advisory Committee for parents of EL students to provide input into Instructional Program
- b. Provide translation and interpretation services to facilitate effective communication and participation

### **5.4 Parents Engagement- Special Education**

Applicable Student Groups: Special Education

- a. Provide opportunities for involvement in the Community Advisory Committee (CAC) to provide input into program and services

#### Expected Annual Measurable Outcomes:

- School enrollment retention rates will maintain at a minimum of 85%
- A minimum of 78% of parent respondents will report providing input into school programs in 3 or more ways through Annual Survey
- Increase formal partnerships with community based organizations by 10%
- Increase student participation rates by .5%

## Element C: Methods of Assessment and Other Uses of Data

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***Governing Law:** The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

### **OVERVIEW**

Mirus Secondary School shall meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Please refer to **Elements B and C** for a description of the assessments Mirus Secondary School shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. Mirus Secondary School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in **Element B**, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

### **ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES**

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of Mirus Secondary School. No single assessment can provide all the information needed to make informed decisions about every student's learning. A collection of measures that is focused on academic standards that promote positive student outcomes can provide meaningful insights about each student's achievement and the Charter School's effectiveness.

Mirus Secondary School participates in the Alternative Schools Accountability Model (ASAM) [**See Appendix J**], the state accountability system mandated by the Public School Accountability Act of 1999 (PSAA), the federal accountability system mandated by the Elementary and Secondary Education Act (ESEA), or other alternative accountability requirements as defined by applicable law. Due to the special target population served by Mirus Secondary School, traditional means of gathering data cannot apply. As an intervention, the school is intended to serve students for a short time period. During this time, the focus is devoted to reengaging and motivating students to continue towards the achievement of their personalized educational plan which focuses on positive student outcomes.

As an ASAM school, Mirus measures its status and growth by the following ASAM indicators:

- Participation – The participation indicator provides a measure of student participation through the use of attendance data.
- Academic Achievement Indicator – The academic achievement indicator provides a measure of student achievement (status) and/or academic progress (growth).
- Educational Transition Indicator – The education transition indicator provides a measure of whether a student graduated or remained in school. Successful transition includes graduation

(diploma, GED, HiSET, CHSPE), re-enrollment, at a traditional or other alternative school, or continued enrollment at the student's current school.

The assessment tools used at Mirus Secondary School include both standardized and performance-based assessments as guided by the state frameworks and standards. Assessment also promotes and supports reflection and self-evaluation on the part of students, staff, and parents.

Measures used at Mirus Secondary School include, but are not limited to, a variety of assessment tools to determine academic progress such as:

### **State-Mandated Tests**

- CAASPP assessment system (e.g., the Smarter Balanced Assessments, the California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA))
- California English Language Development Test (CELDT)
- Fitnessgram

### **Local Assessments and Performance Indicators**

- Pre-testing and post-testing of core content areas (i.e., reading, language usage, and mathematics), i.e., Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)
- End-of-course examinations aligned to California state standards
- Participation
- Dropout rate (1 year)
- Portfolios (evaluations made according to charter rubrics)
- Exhibitions
- Oral presentations
- Student/parent/mentor observations
- Performance-based and skill demonstrations

### **Other Measures**

- Academic Grade Point Averages
- Completion of credits
- Suspension and expulsion rates

While the standards-based assessments enable Mirus Secondary School to monitor both the individual student's and the Charter School's performance, they do not fully meet the assessment needs of the students and the instructional teams with which they work. Frequent forms of feedback related to specific learning objectives and tailored to the needs of the individual student are achieved through the Charter School's local assessments and performance indicators. In addition, students' self-reflection is considered a valuable tool that guides teachers' instructional decisions. When students are asked to reflect on their own performance, they become empowered to recognize their progress and become responsible for their own learning. Therefore, to document student learning, alternative assessments used by Mirus Secondary School include end-of-course exams, projects, exhibitions, and other evaluations used during the instructional year. This is consistent with the Charter School's opportunities for choice and desire to encourage individual interests and talents. In addition to

offering teachers a tool for gauging the students' progress, as well as their strengths and challenges, the Charter School's evaluation report will include procedures that bring students and parents into the assessment process. Together, these measures provide a complete picture of the learning community at Mirus Secondary School. This complete picture provides students, parents, teachers, and community the information needed to continuously improve.

### **USE AND REPORTING OF DATA**

Mirus Secondary School has a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. The LEA makes data available through the Student Information System (*SIS*) known as School Pathways. School Pathways contains data on student achievement, programs, student history, enrollment, demographics, and attendance. Support staff has broad access to *SIS*, and teachers have access to student data. The system generates reports that are circulated to the administration, faculty, support staff, students, and parents. The Mirus Storybook data is collected and reported to the whole school on a monthly basis. Mirus publishes a monthly Storybook for the purpose of evaluating student outcomes and informing instructional teams and curricular departments. Teachers and Instructional Leaders evaluate data including: school participation (attendance), credit completion rates, MAP scores, dropout rates, graduation rates, CAASPP results, and other measures of student school engagement, during monthly instructional meetings to improve the instructional and operational programs within the school. Data is disaggregated for subgroups and special populations to closely monitor the progress of EL students, homeless and foster youth, socially disadvantaged students, and students in special education programs. At the end of the year, each monthly Storybook is compiled into an Annual Storybook document used to demonstrate success and identify areas of improvement for each school year.

Information on the educational performance and progress of students is regularly provided to all stakeholders. Data is shared with parents and other community stakeholders in a variety of ways. Parents receive ongoing updates from the resource center teacher in the form of phone calls, progress reports, letters, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results are shared on the school's website, at parent trainings, during Open House, and at English Language Advisory Committee (ELAC) meetings. Results are also sent home to inform parents and students of their performance on assessments such as CELDT, CAASPP, and Fitnessgram. Parents and the community have open access to the Annual School Accountability Report Card (SARC) posted on the Mirus website, the CDE's Dataquest system, and Board of Director meetings.

### **SARC and LCAP**

Mirus Secondary School shall comply with state mandated requirements applicable to charter schools regarding the School Accountability Report Card (SARC) and Local Control Accountability Plan (LCAP) each year.

## Element D: Governance Structure

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***Governing Law:** The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).*

### 1. NON-PROFIT PUBLIC BENEFIT CORPORATION

Mirus Secondary School, a directly funded independent charter school, is operated by Audeo, a California non-profit public benefit corporation pursuant to California law. It is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. The corporation is responsible for Mirus Secondary School's operational management and shall operate within the terms and conditions specified in this charter and its governing documents.

Mirus Secondary School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and Mirus Secondary School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Mirus Secondary School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Mirus Secondary School as long as the District has complied with all oversight responsibilities required by law.

Attached, please find the Audeo Charter School Conflict of Interest Code as **Appendix S**, the Articles of Incorporation as **Appendix U**, and the Bylaws as **Appendix V**

### 2. BOARD OF DIRECTORS

Mirus Secondary School is governed by a nonprofit Board of Directors ("Board," or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three directors unless changed by amendment to the bylaws. Each director shall hold office for six (6) years and until a successor director has been designated and qualified.

The District Governing Board reserves its right pursuant to Education Code Section 47604(b) to have a representative on the Audeo Board, and if the District Board chooses to exercise this right, such representative shall be solely of the District's choosing and shall be appointed by the District Board or designee rather than the Audeo Board. Any District representative to the Audeo Board shall serve solely at the District Governing Board or designee's discretion and may serve an unlimited number of consecutive terms. The Audeo Bylaws shall specify that no requirements for or restrictions on the appointment, service or terms for removal of other members of the Board of Directors shall apply to any District representative and such representative shall serve at the pleasure of and be removed only by the action of the District Governing Board or designee. Should the District exercise this right, Audeo may choose to expand the number of Directors by one if necessary in order to maintain an odd number of Directors.

Following are the names and biographies of the current Audeo Board of Directors.

**Gregg Haggart**  
Chairman

As the CEO of The Gildred Companies, Gregg leads this privately held company, which has been based in San Diego since 1925. In addition to adding to their portfolio of industrial and business parks throughout southern California, the company actively develops their land holdings and makes strategic investments in business ventures. The company is currently in late stage development of a 50 MW solar generation facility, which when completed, will be the largest solar project in San Diego County. Gregg's background includes 30 years of financial, real estate and energy sector experience with industry-leading companies including Sempra Energy, Honeywell, and ABB. Leading high-performance teams focused on the successful close of complex transactions and projects is an area of strength for Gregg. A passionate advocate for students, Gregg has been a classroom volunteer for more than 15 years, either through Junior Achievement or his own programs and presentations crafted to support high school students. Along with educators from within the community, Gregg recently founded a nonprofit STEM-focused organization to benefit the under-served students of Borrego Springs.

**Laura Barreiro**  
Board Member

As Director of Acquisitions and Dispositions at The Gildred Companies, Laura is responsible for site selection, financial modeling, and all stages of execution of a transaction, whether it is an acquisition or disposition. Responsibilities include strategic planning, identifying and analyzing opportunities, negotiating transactions and purchase agreements and all facets of due diligence whether on the buy side or the sell side. Additional responsibilities include assessing tax implications and structuring sales with 1031 tax-deferred exchanges.

Laura has been a licensed real estate Salesperson since 2005 and achieved CCIM (Certified Commercial Investment Member) designation in 2017. Laura has worked in a variety of capacities connected to commercial real estate since 1999 making her a true utility player within The Gildred Companies.

Laura has a child that attends an Audeo charter school giving her firsthand knowledge of the potential benefits afforded students utilizing this educational option.

**Wayland Myers**  
Board Member

Wayland Myers is the CEO of Myers Media Group, LLC (MMG). Mr. Myers has over 28 years of experience in traditional and digital marketing and has a deep knowledge of the online landscape. He founded MMG, which was his third company, in 2007. Over the last 13 years, MMG has become a unique multi-million-dollar marketing technology company that offers Macrotrend™, an advanced audience acquisition and growth platform, to Fortune 5000 clients like Expedia, Advance Auto Parts,

Sears, GrubHub, and Travelocity. With his innovative approach to audience acquisition and novel view of the online landscape, he forged long-lasting partnerships, resulting in millions of dollars of incremental revenue for clients.

As Google is moving toward artificial intelligence results, Mr. Myers has been a consistent champion of helping businesses by innovating technologies capable of reacting to and predicting the swiftly changing online market. He fully understands the complexity and breadth of challenges that enterprise-level domains face today, and he consistently strives to solve them in distinctive, scalable ways.

### **Board Meetings and Duties**

The Board of Directors meets regularly, at least three times per year and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of Mirus Secondary School including, but not limited to, the following:

- Approving all substantive policy issues. Substantive policy issues are major educational and operational policy issues which include, but are not limited to, curricular focus, student outcomes, program evaluation, school size and growth, special events, budget and audit approvals, and compliance with federal, state and charter requirements. The Board may identify additional substantive policy issues.
- Approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs.
- Contracting with outside sources for operations oversight and audit.
- Solicitation and oversight of grants and donations consistent with the mission of the Charter School.
- Approving the Charter School's personnel policies and monitoring their implementation.
- All other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School.

The Board may delegate any of these roles and responsibilities to any committee, officer, or other person(s) to the extent permitted by law, provided that the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised under, the ultimate direction of the Board.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

### **Conflict of Interest Code and Compliance with Laws**

The Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached as **Appendix S**. The code requires that all the Board members and certain high-level school employees and consultants refrain from discussing and voting on matters which could materially affect their financial interests. Additionally, the Code requires these individuals to disclose annually certain financial interests which could be materially affected by their positions at the Charter School.

Mirus Secondary School shall comply with all applicable federal, state, and local laws that pertain to independent public charter schools. In addition, as a non-profit public benefit corporation, Mirus Secondary School shall comply with all applicable federal, state, and local laws including, but not limited to the Ralph M. Brown Act, the California Public Records Act, and the Conflict of Interest Code pursuant to the requirements of the Political Reform Act of 1974. It shall retain its own legal counsel when necessary.

### **Board Training**

The Board of Directors conducts training for individual board members on their fiduciary duties and responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

### **3. SCHOOL LEARNING LEAD**

The School Learning Lead is the instructional leader of Mirus Secondary School. The School Learning Lead ensures that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. The School Learning Lead reports directly to the Board of Directors, and she/he is responsible for the orderly operation of the school and the supervision of all employees in the school. The School Learning Lead is assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The School Learning Lead communicates and report to the Board of Directors as needed.

The School Learning Lead performs assigned tasks as directed by the Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks include, but are not limited to, the following:

- Ensure Mirus enacts its mission and vision
- Supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of Mirus
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants

- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the facilities
- Promote Mirus in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend District administrative meetings upon request by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the District on fiscal oversight issues as requested by the District
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the Mirus annual performance report, SARC, and LCAP
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Participate in IEP meetings as necessary

#### 4. PARENT INVOLVEMENT IN GOVERNANCE

A central tenet of Mirus Secondary School’s philosophy is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. The means for encouraging parent involvement include:

- Student/Parent/Teacher Master Agreement (See **Element A: Educational Program**)
- Regular and frequent verbal, print, and electronic communication
- Home School Compact in the form of Acknowledgement of Responsibilities
- Sharing of positive student outcomes and accomplishments
- Teachers receive professional development oriented to the engagement of parents in student learning
- Parents are afforded the opportunity to attend and participate in scheduled Board meetings
- Teachers and the School Learning Lead are proactively engaged with parents and as such, they can communicate any parent’s concern to the Board.

Accordingly, part of Mirus Secondary School’s educational plan is an agreement between parents and Mirus Secondary School known as the Parent/Teacher/Student Master Agreement that is intended to

encourage parental involvement and cooperation that ensures success of Mirus Secondary School's educational program. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

Mirus Secondary School's philosophy is that parents choose to send their children to Mirus because they have high expectations of Mirus and the benefits that they and their children will receive. In turn, Mirus has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students. Parent participation may include weekly meetings with their student's teacher, regularly scheduled open houses, and field trips. Mirus encourages, but does not require, volunteer parent participation in the school.

## **Element E: Employee Qualifications**

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***Governing Law:** The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).*

### **1. OVERVIEW**

Mirus Secondary School shall not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by state and federal law.

All staff shall operate under contracts with Mirus Secondary School and be evaluated on an annual basis.

### **2. QUALIFICATIONS FOR ALL STAFF**

The Board of Directors will be responsible for defining specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing the Charter School's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social, emotional and spiritual as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in monthly staff meetings.
- Work closely with the Charter School staff to provide any necessary information regarding a student's behavior change, attitude and/or academic performance.
- Take a leadership role in some aspect of the Charter School's development.

All individuals employed at Mirus Secondary School must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures including, but not limited to, fingerprints, criminal records check, proof of identity, right to work in the United States, and tuberculosis screening.

Mirus Secondary School considers the employees described below to be key to the success of Mirus:

## **ADMINISTRATOR QUALIFICATIONS**

The School Learning Lead and any other administrator at Mirus shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission and educational program. In addition, the School Learning Lead shall possess skills in hiring and supervising excellent teachers, experience using technology and data-analysis tools, and is preferred to have business experience. The School Learning Lead shall possess the experience and expertise appropriate for the position with the Charter School.

Accordingly, the minimum qualifications for School Learning Lead are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(l)).
- Hold a valid administrative credential and have teaching experience in an independent study program.
- Have knowledge of current research and best practices used in a variety of educational environments, current curriculum and standards, school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of California Common Core State Standards and Next Generation Science Standards.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process, yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.

## **TEACHER QUALIFICATIONS**

Mirus Secondary School shall retain or employ teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. Mirus Secondary School shall comply with Education Code Section 47605(l), which states:

*“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”*

Teachers of English Learners will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall

be maintained on file at Mirus Secondary School and shall be subject to periodic inspection by the District.

Mirus Secondary School works with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers. Each student is assigned to a teacher of record who is responsible for overseeing the student's academic progress and who monitors all grading and matriculation decisions as specified in the Charter School's operational policies.

Mirus Secondary School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve students work assignments without the approval of the teacher of record, except to the extent permitted by law, in non-core, non-college preparatory courses.

The most important qualifications for our teachers are:

- Appropriate certifications/credentials and subject-matter expertise.
- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be training in the Charter School's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and the mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community or online participants.
- Deep commitment to student achievement.
- Accepting responsibility for instruction and to be held accountable.

## **OFFICE PERSONNEL QUALIFICATIONS**

Office Personnel are selected by the School Learning Lead on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection is based on experience, professional attitude, skills and ability to perform the job duties for the position.

Accordingly, the minimum qualifications for Office Personnel are:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.

## **BUSINESS/FINANCIAL PROFESSIONAL**

Mirus Secondary School shall engage the services of a Business/Financial Professional to carry out the business and fiscal functions of Mirus Secondary School. Such services may be provided either by an employee of Mirus Secondary School or by a consultant (or consultant group) hired by Mirus Secondary School. Any such employee or consultant (or consultant group) shall have a minimum of three years of experience serving a California public school (charter or non-charter) in the capacity of business manager or similar, or providing the services of a Chief Financial Officer or similar to a California public school (charter or non-charter) in a consultant capacity.

## **Element F: Health and Safety of Pupils and Staff**

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***Governing Law:** The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

Mirus Secondary School shall comply with all applicable safety laws and maintains health and safety policies to ensure the well-being of students and faculty. In order to provide safety for all students and staff, Mirus Secondary School implements a comprehensive set of health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. Mirus Secondary School shall review such policies and procedures with its insurance carriers and risk management experts on at least an annual basis in order to maintain them as legally compliant and in accordance with best practices and these policies are subject to revision and review/approval by the Audeo Board of Directors prior to the commencement of each school year. These policies are incorporated as appropriate into Mirus Secondary School's student and employee handbooks and shall also be reviewed with each faculty member during orientation prior to the commencement of each school year, and are reviewed on an ongoing basis by the School Learning Lead and Board of Directors, and in Mirus Secondary School's staff development efforts. Mirus Secondary School submits a school safety plan to the District annually.

The following is a summary of the health and safety policies and procedures of Mirus Secondary School:

### **Procedures for Background Checks**

Employees and contractors of Mirus Secondary School shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Mirus Secondary School shall comply with Education Code Section 44830.1 related to the hiring of persons who have been convicted of a violent or serious felony. The School Learning Lead shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the School Learning Lead. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

### **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff shall be mandated child abuse reporters and shall follow all applicable reporting laws. Mirus Secondary School shall conducted annual training on child abuse reporting for all mandated reporters.

### **Tuberculosis Risk Assessment and Examination**

Faculty, staff and volunteers shall be assessed and examined (if necessary) for tuberculosis prior to

commencing employment and working with students, or initiating a volunteer assignment, as required by Education Code Section 49406.

### **Immunizations**

All enrolled students and employees shall be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

### **Medication in School**

Mirus Secondary School shall adhere to Education Code Section 49423 regarding administration of medication in school.

### **Vision, Hearing, and Scoliosis**

Students shall be screened for vision, hearing and scoliosis. Mirus Secondary School shall adhere to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by Mirus.

### **Diabetes**

Mirus Secondary School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Emergency Preparedness**

Mirus Secondary School adheres to a School Safety Plan drafted specifically to the needs of the facility, which is based on a commonly used California public school template. This Safety Plan includes, but is not limited to, the following: disaster response, emergency lockdown procedures, loitering law, going to and from school safely, and evacuation maps.

Staff shall be provided training on emergency and first aid response.

### **Blood Borne Pathogens**

Mirus Secondary School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board has established a written infectious control plan designed to protect employees and students from possible infection due to

contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug Free, Alcohol Free, Smoke Free Environment**

Mirus Secondary School shall function as a drug-, alcohol-, and smoke-free environment.

### **Facility Safety**

Mirus Secondary School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. Mirus agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Mirus Secondary School shall conduct fire drills as required under Education Code Section 32001.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

Mirus Secondary School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Mirus Secondary School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Mirus Secondary School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with Mirus Secondary School’s discrimination and harassment policies.

## Element G: Means to Achieve Racial and Ethnic Balance

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**Governing Law:** *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

Mirus Secondary School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Mirus Secondary School shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The development of appropriate promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in several areas of the District for prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

Mirus Secondary School shall monitor and report the diversity of the school's student population on an annual basis.

## Element H: Admission Requirements

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*Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

Mirus Secondary School shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. Mirus shall not require any monetary contribution or donation of goods or services (including volunteer time) as a condition for application, admission, enrollment, or participation in or credit for any of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

Mirus Secondary School shall admit all pupils who wish to attend Mirus. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Mirus Secondary School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state except as required for nonclassroom-based/independent study schools in accordance with Education Code Section 51747.3.

The Mirus Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at Mirus. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Mirus. The determination of school capacity shall be based on Mirus Secondary School's academic program, fiscal viability, the educational needs of currently enrolled students, the capacity of Mirus, and the level of interest shown by students who want to attend Mirus.

Admission of a pupil to Mirus shall be consistent with state laws and regulations governing independent study programs.

The Mirus admission process will be comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level

After admission, Mirus shall have the following requirements that must be met by each student and their family before beginning school at Mirus:

- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards
- Provide records documenting immunizations required by charter schools
- Signed Parent/Teacher/Student Master Agreement
- Provide school records and test results
- Voluntarily choose to enroll in the school

## **Public Random Drawing**

Applications are accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, Mirus Secondary School shall hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be as follows:

1. Students currently attending Mirus Secondary School
2. Residents of the Hesperia Unified School District
3. Siblings of existing students of Mirus Secondary School
4. All other students

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list shall allow students the option of enrollment if an opening occurs during the current school year at their grade level. In no circumstance shall a waiting list carry over to the following school year.

Public random drawing rules, deadlines, dates and times shall be communicated in the application form and on the Mirus Secondary School website.

## Element I: Financial Audits

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***Governing Law:** The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).*

An annual independent financial audit of the books and records of Mirus Secondary School shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Mirus shall be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The audit shall verify the accuracy of Mirus Secondary School's financial statements, attendance and enrollment accounting practices, revenue-related data collection and reporting practices, and reviews Mirus Secondary School's internal controls. The audit will include a review of ADA as reported by Mirus Secondary School. Moreover, the audits will assure that the Charter School's money is being handled responsibly and that its financial statements conform to generally accepted accounting principles.

An audit committee of the Board of Directors shall oversee the selection of an independent auditor each fiscal year and the completion of an annual audit of the school's financial affairs. The auditor shall have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

The annual audit shall be completed and forwarded to the District, the San Bernardino County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors shall receive and review the audit each year. Mirus Secondary School shall strive to maintain the highest level of internal control and comply with all laws applicable to the organization. In the event that there is an audit finding or exception, the audit committee will develop a specific remediation plan that focuses on the issue identified and presents a timeline for rectifying the concern and which shall be submitted to the Board of Directors. The remediation plan shall identify the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that Mirus has sufficiently responded to the exception and has met the requirements as applicable under state law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of Mirus Secondary School is public record to be provided to the public upon request.

In the case that Mirus Secondary School either does not pay for or have an independent audit completed within one month of the applicable timelines, the District, may, at its option, pay for an audit to be completed and invoice Mirus Secondary School for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to the Charter School.

Further, the District Board shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the District if the audit reveals no financial or enrollment discrepancies resulting in under- or over-reporting of greater than three percent (3%) total; in all other cases, Mirus Secondary School shall bear the cost of the audit.

Mirus Secondary School will notify the District of any pending litigation or legal action taken against Mirus Secondary School within 30 calendar days of Mirus Secondary School receiving said notice.

## Element J: Pupil Suspension and Expulsion Procedures

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**Governing Law:** *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(f).*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Mirus Secondary School. In creating this policy, Mirus Secondary School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Mirus Secondary School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Any revision to the policy and procedure for student suspension or expulsion, including changes to the list of offenses for which a student may be suspended or expelled, constitutes a material revision to the Charter.

Compliance with the procedures set forth in this section of this Charter shall be the only processes for Mirus Secondary School to involuntarily dismiss, remove, or otherwise exclude a student who attends Mirus Secondary School from further attendance at Mirus Secondary School for any reason, including but not limited to, disciplinary and academic causes. Revisions to the causes or procedures for suspension or expulsion shall constitute a material revision to this Charter.

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve as Mirus Secondary School's policy and procedures for student suspension and expulsion and it may be amended from time to time through the process for material revisions to the Charter. Mirus staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Mirus administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the policy and procedures are available on request at the School Learning Lead's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Mirus has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and

state law mandates additional or different procedures. Mirus will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Mirus has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

#### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

#### **B. Enumerated Offenses**

1. **Discretionary Suspension Offenses.** Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.
  - g) Stole or attempted to steal school property or private property.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
    - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
  - l) Knowingly received stolen school property or private property.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).
  - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force of violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.
  - g) Stole or attempted to steal school property or private property.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially

disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or

attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).
  - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Learning Lead or designee's concurrence.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

## **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the School Learning Lead or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Mirus employee who referred the student to the School Learning Lead or designee.

The conference may be omitted if the School Lead or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Mirus personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Mirus officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

## **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Mirus officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Learning Lead or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the School Learning Lead or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s

suspension will be extended pending the results of an expulsion hearing.

**D. Authority to Expel**

A student may be expelled either by the Mirus Secondary School Board of Directors following a hearing before it, or by the Mirus Secondary School Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Mirus Secondary School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

**E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Learning Lead or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Mirus Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Mirus Secondary School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Mirus to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

**F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

Mirus Secondary School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Mirus or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Mirus Secondary School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Mirus must present evidence that the witness' presence is both desired by the witness and will be helpful to Mirus. The person presiding over the hearing shall permit the witness

to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an

unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

**I. Written Notice to Expel**

The School Learning Lead or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Mirus Secondary School.

The School Learning Lead or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

**J. Disciplinary Records**

Mirus Secondary School shall maintain records of all student suspensions and expulsions at Mirus. Such records shall be made available to the authorizer upon request.

**K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from Mirus Secondary School as the Mirus Secondary School Board of Directors' decision to expel shall be final.

**L. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Mirus shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## **M. Rehabilitation Plans**

Students who are expelled from Mirus shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Mirus for readmission.

## **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or Mirus shall be in the sole discretion of the Board following a meeting with the School Learning Lead or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Learning Lead or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Mirus Secondary School's capacity at the time the student seeks readmission.

## **O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

### **1. Notification of SELPA**

Mirus Secondary School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that Mirus or the SELPA would be deemed to have knowledge that the student had a disability.

### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Mirus, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Mirus, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Mirus, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Mirus had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Mirus agree to a change of placement as part of the modification of the behavioral intervention plan.

If Mirus, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then Mirus may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### **4. Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Mirus believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Mirus, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Mirus agree otherwise.

## **5. Special Circumstances**

Mirus personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Learning Lead or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## **6. Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

## **7. Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Mirus Secondary School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Mirus had knowledge that the student was disabled before the behavior occurred.

Mirus shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Mirus supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Mirus personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Mirus supervisory personnel.

If Mirus knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If Mirus had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Mirus shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Mirus pending the results of the evaluation.

Mirus Secondary School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## Element K: Employee Retirement Systems

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***Governing Law:*** *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

Certificated employees of Mirus Secondary School are members of the California State Teachers' Retirement System (CalSTRS) and non-certificated employees are members of the California Public Employees' Retirement System (CalPERS). Mirus Secondary School shall inform all applicants for positions within Mirus Secondary School of the retirement system options for employees of Mirus Secondary School. The Chief Business Officer shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Mirus Secondary School shall make all required employee contributions to CalSTRS and CalPERS on behalf of its employee members.

## Element L: Public School Attendance Alternatives

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***Governing Law:** The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student may be required to attend Mirus Secondary School. Students who reside within the District who choose not to attend Mirus Secondary School may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter-district transfer policies. Parents and guardians of each student enrolled in Mirus Secondary School shall be informed on admissions forms that the students have no right to admission to the District or a particular school of a local education agency as a consequence of enrollment in Mirus Secondary School, except to the extent that such a right is voluntarily extended by the local education agency.

## Element M: Employee Return Rights

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***Governing Law:*** *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at Mirus Secondary School. Employees of the District who choose to leave the employment of the District to work at Mirus Secondary School will have no automatic rights of return to the District after employment by Mirus Secondary School unless specifically granted by the District through a leave of absence or other agreement. Mirus Secondary School employees shall have any right upon leaving the District to work in Mirus Secondary School that the District may specify, any rights of return to employment in a school district after employment in Mirus Secondary School that the District may specify, and any other rights upon leaving employment to work in Mirus Secondary School that the District determines to be reasonable and not in conflict with any law.

All employees of Mirus Secondary School shall be considered the exclusive employees of Audeo and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Mirus Secondary School. Employment by Audeo provides no rights of employment at any other entity, including any rights in the case of closure of Mirus Secondary School.

## **Element N: Dispute Resolution Procedures**

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***Governing Law:** The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

### **Disputes Between the District and Mirus Secondary School**

The staff and Board of Directors of Mirus Secondary School and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. The intent of this dispute resolution process is to (1) resolve disputes within the Mirus Secondary School pursuant to the school's policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes. Mirus Secondary School and the District are encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Mirus Secondary School and the District regarding the terms of this charter or any other issue regarding the Charter School and the District's relationship, Mirus Secondary School staff, employees and Board members and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and the Mirus Secondary School Learning Lead. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Mirus Secondary School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Mirus Secondary School Learning Lead or designee and District Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the School Learning Lead and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and School Learning Lead or their designees shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the School Learning Lead. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Mirus Secondary School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and Mirus Secondary School.

### **Internal Disputes**

Disputes arising from within Mirus Secondary School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the School, shall be resolved pursuant to policies and processes developed by Mirus Secondary School. Parents, students, Board members, volunteers and staff at Mirus Secondary School will be provided access to Mirus Secondary School's policies and dispute resolution process.

The District shall refer any complaints or reports regarding such disputes to the Board of Directors or school designee for resolution in keeping with the school's policies. The District shall only intervene if it finds reasonable cause to believe that a violation of this charter, or laws, or agreements relating to the Charter School has occurred, or if the Board of Directors of Mirus Secondary School has requested the District to intervene in the dispute, or if otherwise required by law. The District may choose to submit disputes that are related to possible violations of the Charter or law or to the operation of the Charter School or the District's oversight obligations to Mirus Secondary School's Learning Lead for resolution according to Mirus Secondary School's internal dispute resolution process. In the event that Mirus Secondary School's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the Mirus Secondary School's board.

## Element O: School Closure Procedures

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**Governing Law:** *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

The following procedures (“Closure Protocol”) shall apply in the event Mirus Secondary School ceases to be a charter school or otherwise closes, regardless of the reason for closure. In addition to the following procedures, Mirus Secondary School shall comply with all of the requirements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school.

Any decision to close Mirus Secondary School as a charter school operating pursuant to this charter (“Closure Action”) shall be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the Chief Business Officer as the person responsible for closure-related activities and will identify an entity responsible for closure-related activities. The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed, the Mirus Secondary School Board votes to close Mirus Secondary School, or the Charter lapses. In the event of a Closure Action, Mirus Secondary School shall implement the following steps:

The Board of Directors will promptly (within 72 hours of the Closure Action) notify parents and students of Mirus Secondary School, the District, the San Bernardino County Office of Education, Mirus Secondary School’s SELPA, the retirement systems in which Mirus Secondary School’s employees participate (e.g., State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of Mirus Secondary School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly (within 72 hours) following the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, Mirus Secondary School will provide parents, students, the receiving school/school districts and the District with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at Mirus Secondary School if Mirus Secondary School is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232(g). Mirus Secondary School will ask the District to store original records of Mirus Secondary School students. All student records of Mirus Secondary School shall then be transferred to the District upon school closure. If the District will not or cannot store the records, Mirus Secondary School shall work with the San Bernardino County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, Mirus Secondary School will prepare final financial records. Mirus Secondary School will also have an independent audit completed within six months after closure. Mirus Secondary School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Mirus Secondary School who is included on the State Controller’s approved list of independent auditors who meets the qualifications to perform Mirus Secondary School’s annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and will be provided to the District promptly upon its completion. The final audit shall comply with all of the requirements for Mirus Secondary School’s annual audit as set forth in Element I of this Charter and include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Mirus Secondary School/Audeo. In the case that Mirus Secondary School either does not pay for or have an independent audit completed within the six-month timeline, the District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the Charter School. Any costs for the audit incurred by the District shall remain a liability of Mirus Secondary School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Mirus Secondary School shall be the responsibility of Mirus Secondary School and not the District. Mirus Secondary School understands and acknowledges that Mirus Secondary School will cover the outstanding debts or liabilities of Mirus Secondary School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Mirus Secondary School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

Mirus Secondary School will complete and file any annual reports required pursuant to Education Code section 47604.33.

For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the Mirus Secondary School Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the School and student transfers.

The Mirus Secondary School Board shall adopt a plan for wind-up of the School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code and file all necessary filings with the appropriate state and federal agencies.

In addition to the final audit, Mirus Secondary School shall also submit any required year-end financial reports to the California Department of Education, the San Bernardino County Office of Education, and the District, in the form and timeframe required.

If Mirus Secondary School is operated by or as a nonprofit corporation, and the corporation does not have any functions other than operation of the Charter School, the corporation will be dissolved according to its Bylaws.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Mirus Secondary School will be liquidated as necessary and all creditors will be paid first. Upon distribution of assets in accordance with this section and satisfaction of all liabilities, any and all remaining net assets, including but not limited to all leaseholds, personal property, intellectual property remain the sole property of Mirus Secondary School.

Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the District. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end Mirus Secondary School's right to operate as a charter school pursuant to this Charter or cause Mirus Secondary School to cease operation. Mirus Secondary School and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Mirus Secondary School breach any obligation under this Closure Protocol. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Closure Protocol or any provision of this Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

On closure, Mirus Secondary School shall remain solely responsible for all liabilities arising from the operation of Mirus Secondary School.

As Mirus Secondary School is operated by Audeo, a non-profit public benefit corporation, should the corporation dissolve with the closure of Mirus Secondary School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Mirus Secondary School will utilize the reserve fund and all net asset balances to undertake any expenses associated with the closure procedures identified above.

Upon closure of Mirus Secondary School, employees of the Charter School have no automatic rights of employment with the District. Individuals employed by Mirus Secondary School may be unemployed and have to seek employment elsewhere.

# Miscellaneous Charter Provisions

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## 1. BUDGET AND FINANCIAL REPORTING

***Governing Law:** The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Attached, as **Appendix O, P and Q**, please find Mirus Secondary School's financial statements, including a budget assumptions and a budget for the next four years of operation and a cash flow for the next two years of operation. These documents are based upon the best data available to Mirus Secondary School at this time, including the most recent financial projections under the Local Control Funding Formula.

Mirus Secondary School shall provide reports to the District and San Bernardino County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Mirus Secondary School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and the San Bernardino County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

Mirus Secondary School shall provide reporting to the District as required by law and as requested by the District including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

Mirus Secondary School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, Mirus Secondary School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Mirus Secondary School shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. Mirus Secondary School shall maintain an accounting system separate from the District and other charter schools. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. Mirus Secondary School shall ensure a high level of fiscal accountability. Mirus Secondary School shall adopt an annual budget prior to July 1 of each year. Mirus Secondary School shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

## **2. INSURANCE AND INDEMNIFICATION**

Mirus Secondary School maintains and finances general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance as described below:

- Real and personal property providing direct physical loss or damage to real and personal property with a \$1,000 deductible, a \$100,000 Self Insured Retention and an excess policy limit of \$500,000,000 per occurrence. Coverage is currently provided by Allied World and multiple excess coverage providers.
- Auto, general liability and wrongful acts, including errors and omissions, with a \$1,000 deductible, a \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is currently underwritten by General Reinsurance.
- Additional coverage in excess of \$5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of \$50,000,000 per occurrence.
- Employment practices liability coverage with a \$1,000 deductible and \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is currently provided by General Reinsurance.
- Self-Insured Workers' Compensation coverage with a \$100,000 Self Insured Retention and limits of \$900,000 currently with Am Trust/WESCO. Excess workers' compensation with statutory limits is underwritten by Safety National Insurance Company.

The District Board of Education shall be named as an additional insured on all policies of Mirus Secondary School. Evidence of the above insurance coverage shall be provided to the District any time upon request.

Pursuant to Education Code Section 47604, the District shall not be liable for the debts or obligations of Mirus Secondary School. Mirus Secondary School shall indemnify, defend, save and hold the

District, the District's Board of Education, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collectively 'employees') harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, of whatsoever kind or character, including attorney's fees, for injury to property or persons, occurring or allegedly occurring from conduct committed Mirus Secondary School or by its employees, officers, directors, subcontractors, agents or by district employees while assigned to and under the supervision of Mirus Secondary School during the term of this charter or any renewal thereof.

However, nothing in this paragraph shall be constructed to obligate Mirus Secondary School to indemnify Indemnites for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of Mirus Secondary School shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnites.

### **3. ADMINISTRATIVE SERVICES**

***Governing Law:** The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

Mirus Secondary School provides or procures its own administrative services including, but not limited to, human resources, business and fiscal services, curriculum development, professional development, property management and operational administration.

Pursuant to Education Code Section 47604.32, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, Mirus Secondary School shall pay the District an oversight fee for the actual cost of supervisory oversight of Mirus Secondary School, up to any maximum permitted by law (currently described and limited in Education Code Section 47613). Mirus Secondary School acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

### **4. FACILITIES**

***Governing Law:** The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

As Mirus Secondary School is a non-classroom based/independent study charter school, it is understood that Mirus Secondary School serves students throughout San Bernardino County and

adjacent counties pursuant to Education Code Sections 47605.1(c) and 51747.3. As such, Mirus Secondary School utilizes resource centers within the meaning of Education Code Section 47605.1(c).

Following is a list of Mirus Secondary School's resource center locations it currently operates and desires to operate during the charter term.

- Main Street Resource Center  
14073 Main Street, Suite 103  
Hesperia, CA 92345
- Topaz Resource Center  
14135 Main Street, Suite 201  
Hesperia, CA 92345
- Mariposa Resource Center  
12053 Mariposa Rd  
Hesperia 92345
- Apple Valley Resource Center **(Subject to Appendix T)**  
18985 Bear Valley Road #2  
Apple Valley, CA 92308
- Chino Hills Resource Center **(Subject to Appendix T)**  
4200 Chino Hills Parkway #825  
Chino Hills, CA 91709
- Palm Desert Resource Center  
72840 Highway 111, Suite 156  
Palm Desert, CA 92260
- West Covina Resource Center  
330 S. California Avenue  
West Covina, CA 91790

Mirus Secondary School affirms that its resource centers shall be (1) used exclusively for the educational support of students who are enrolled in Mirus Secondary School's nonclassroom-based independent study program, and (2) Mirus Secondary School shall provide its primary educational services in, and a majority of the pupils it shall serve are residents of, San Bernardino County.

Mirus Secondary School agrees to the provisions of the Appendix T: Facilities Plan, which outlines responsibilities concerning resource center locations.

## **5. TRANSPORTATION**

Mirus Secondary School does not provide transportation to and from school, except as required by law, including the IDEIA and the McKinney-Vento Homeless Assistance Act.

## **6. ATTENDANCE ACCOUNTING**

Mirus Secondary School implements an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

## **7. OVERSIGHT**

Pursuant to California law, the District is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of Mirus Secondary School not to exceed one (1) percent of the revenue of Mirus Secondary School. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

## **8. POTENTIAL CIVIL LIABILITY EFFECTS**

***Governing Law:** Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

Mirus Secondary School is operated by Audeo Charter School, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Mirus Secondary School shall continue to work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Mirus Secondary School.

Further, Mirus Secondary School shall indemnify the District for the actions of Mirus Secondary School as provided above.

The corporate bylaws of Audeo provide for indemnification of the Board, officers, agents, and employees, and Mirus Secondary School maintains general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

Insurance amounts are determined Mirus Secondary School's insurance company for schools of similar size, location, and student population, but shall meet at least the minimum requirements specified in the Insurance section above.. The District shall be named an additional insured on the general liability insurance of Mirus Secondary School.

The Board of Directors implements appropriate health, safety and risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## 9. EXCLUSIVE EMPLOYER

**Governing Law:** *A charter may be denied upon a finding that “[t]he petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(b)(6).*

Audeo shall be deemed the exclusive public employer of the employees of the Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Tit. 1 of the Government Code, the Educational Employment Relations Act.

## Conclusion

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By approving this charter for the renewal of Mirus Secondary School, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. Mirus Secondary School is eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, Mirus Secondary School pledges to work cooperatively with the District to answer any concerns concerning this charter and to present the District with the strongest possible proposal requesting a five-year charter renewal term from July 1, 2017 through June 30, 2022<sup>3</sup> in accordance with Education Code Section 47607 and its implementing regulations.

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<sup>3</sup> The charter term was extended by operation of law to June 30, 2024. (Education Code Section 47607.4.)