

Altus Schools Mirus
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address: 14135 Main St., Ste. 201
Hesperia, CA , 92345-4675

Principal: Sharnita Foster, School Coordinator

Phone: (858) 678-2045

Grade Span: 7-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Sharnita Foster, School Coordinator

Principal, Altus Schools Mirus

About Our School



About Our School

Altus Schools Mirus (Mirus) is an independent study program for students in grades 7-12. Mirus implements a personalized education program to facilitate academic achievement. Mirus offers students a personalized and rigorous academic experience with high quality staff in a supportive and safe environment. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

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

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

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

Education is provided by a community of high-quality professionals who are committed to student learning. The primary method of instruction is independent study supplemented with online courses, guest speakers, tutoring, and field trips. Mirus students study one subject/course at a time. Within these parameters, students can progress at an individual pace, receiving tutoring or enrichment as needed. Mirus students earn course credits and attendance by successfully completing the prescribed lessons that demonstrate mastery of the state standards.

Please Note: Altus Schools Mirus is a DASS school (Dashboard Alternative School Status) which uses modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula (LCFF) to evaluate the success or progress of schools that serve high-risk students. To be eligible for DASS, schools must have an unduplicated count of at least 70 percent of the school's total enrollment comprised of high risk student groups including: Expelled, Suspended, Pregnant and/or Parenting, Recovered Dropouts,

Habitually Truant, Retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth. As an alternative option, students enroll with Mirus to address credit deficiencies.

Contact

Altus Schools Mirus
14135 Main St., Ste. 201
Hesperia, CA 92345-4675

Phone: [\(858\) 678-2045](tel:(858)678-2045)

Email: sfoster@altusschools.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Hesperia Unified
Phone Number	(760) 244-4411
Superintendent	Smith, Michelle
Email Address	michelle.smith@hesperiausd.org
Website	www.hesperiausd.org

School Contact Information (School Year 2025–26)

School Name	Altus Schools Mirus
Street	14135 Main St., Ste. 201
City, State, Zip	Hesperia, CA , 92345-4675
Phone Number	(858) 678-2045
Principal	Sharnita Foster, School Coordinator
Email Address	sfoster@altusschools.net
Website	www.altusmirus.com
Grade Span	7-12
County-District-School (CDS) Code	36750440114389

School Description and Mission Statement (School Year 2025–26)

The Vision

The educational community known as Altus Schools Mirus is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student. Mirus is dedicated to the creation of instructional, service, organizational, and governance models that can serve as prototypes for educational reform. Mirus is committed to collaborative efforts to improve the quality of life for students, their families, and the community it serves.

The Mission

Altus Schools Mirus will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

Basic Values

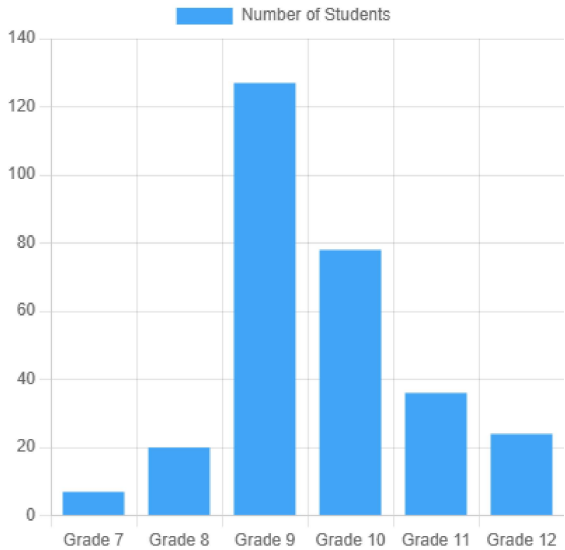
- Kids come first.
- Education at Mirus is personalized, individualized, and high quality.
- Mirus is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high-energy people who speak for themselves. They work to create a positive, challenging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

commitment to the vision of Mirus.

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

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 7	7
Grade 8	20
Grade 9	127
Grade 10	78
Grade 11	36
Grade 12	24
Total Enrollment	292



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	53.10%
Male	46.90%
Non-Binary	0.00%
American Indian or Alaska Native	1.70%
Asian	0.30%
Black or African American	3.40%
Filipino	0.70%
Hispanic or Latino	69.20%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	3.40%
White	20.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.10%
Foster Youth	0.00%
Homeless	3.80%
Migrant	0.00%
Socioeconomically Disadvantaged	74.70%
Students with Disabilities	14.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.10	12.35%	851.70	79.75%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.20	2.78%	26.80	2.52%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	8.57%	50.90	4.77%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.80	75.75%	37.50	3.52%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.44%	100.80	9.44%	15831.90	5.67%
Total Teaching Positions	8.90	100.00%	1067.90	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.70	19.80%	838.80	78.90%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.20	13.46%	25.40	2.39%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	8.68%	72.10	6.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.10	57.51%	38.00	3.58%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.33%	88.70	8.35%	14303.80	5.15%
Total Teaching Positions	8.90	100.00%	1063.20	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.90	12.39%	844.30	78.05%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	37.70	3.49%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	78.40	7.25%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.00	87.61%	49.30	4.56%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	71.80	6.64%	13705.80	4.91%
Total Teaching Positions	7.90	100.00%	1081.80	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.70	0.7	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.70	0.7	0.00

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	6.80	5.1	7.00
Total Out-of-Field Teachers	6.80	5.1	7.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.4%	20.5%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1%	0.5%	0.70%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

Altus Schools Mirus’ resource center facilities are reviewed for good repair status on an ongoing basis with a robust operations department. All Altus Schools Mirus’s resource center facilities are in good repair status.

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2025

Overall Rating	Exemplary
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Altus Schools Mirus is designated by the state as a Dashboard Alternative School Status school. DASS schools have at least 70% of the school's total enrollment comprised of groups that are at high risk of dropping out of school. These groups include students who are Expelled, Suspended, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth.

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	42%	39%	28%	30%	47%	48%
Mathematics (grades 3-8 and 11)	11%	16%	17%	19%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Altus Schools Mirus is designated by the state as a Dashboard Alternative School Status school. DASS schools have at least 70% of the school's total enrollment comprised of groups that are at high risk of dropping out of school. These groups include students who are Expelled, Suspended, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	94	100.00%	0.00%	39.36%
Female	49	49	100.00%	0.00%	46.94%
Male	45	45	100.00%	0.00%	31.11%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100.00%	0.00%	40.35%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	21	21	100.00%	0.00%	28.57%
English Learners	12	12	100.00%	0.00%	33.33%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	64	64	100.00%	0.00%	37.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Altus Schools Mirus is designated by the state as a Dashboard Alternative School Status school. DASS schools have at least 70% of the school's total enrollment comprised of groups that are at high risk of dropping out of school. These groups include students who are Expelled, Suspended, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	93	98.94%	1.06%	16.13%
Female	49	48	97.96%	2.04%	16.67%
Male	45	45	100.00%	0.00%	15.56%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100.00%	0.00%	14.04%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	21	20	95.24%	4.76%	15.00%
English Learners	12	12	100.00%	0.00%	8.33%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	64	64	100.00%	0.00%	14.06%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Altus Schools Mirus is designated by the state as a Dashboard Alternative School Status school. DASS schools have at least 70% of the school's total enrollment comprised of groups that are at high risk of dropping out of school. These groups include students who are Expelled, Suspended, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth.

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	16.95%	24.11%	15.58%	18.19%	30.73%	32.52%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Altus Schools Mirus is designated by the state as a Dashboard Alternative School Status school. DASS schools have at least 70% of the school's total enrollment comprised of groups that are at high risk of dropping out of school. These groups include students who are Expelled, Suspended, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	112	99.12%	0.88%	24.11%
Female	62	61	98.39%	1.61%	21.31%
Male	51	51	100.00%	0.00%	27.45%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	72	100.00%	0.00%	18.06%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	29	28	96.55%	3.45%	32.14%
English Learners	16	16	100.00%	0.00%	12.50%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	82	82	100.00%	0.00%	23.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	21	100.00%	0.00%	14.29%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

Career Technical Education (CTE) opportunities vary according to the students' goals. Student strengths, interests and values are discussed with the student and parents and become part of the Pathways Personalized Educational Plan (PPEP). Altus Schools Mirus offers more than 50 CTE courses and 11 Career Pathways in either an independent study or online environments. 44 of those courses are UC A-G approved college prep electives. 10 of the CTE Pathways courses are articulated with a community college for college credit. All CTE courses are aligned to the CTE Model Curriculum Frameworks with embedded CCSS for College and Career Ready Readiness. Eleventh and twelfth grade students research career paths and post-secondary career options to compile an electronic portfolio as part of a required senior course called "Pathways Exhibition" which leads to a Workforce Readiness Certificate that had been developed with the City of San Diego. Counselors, teachers, career resource speakers, administrators and parents provide assistance in the educational and career decision making process. Because of the flexibility in this school's schedule, students are able to work while traditional schools are in session, which broadens the range of job opportunities and work-based learning available. The school allows students the freedom to participate in community events and encourages them to volunteer. In order to broaden their experience and prepare students for the transition from school to career, students who remain at Mirus until graduation are required to earn two credits in a specified CTE course, Service Learning, or in our state approved General Work Experience Education (WEE) courses. In this way, students have the chance to experience the world outside school as either volunteers or while learning a career skill on their path to becoming College and Career Ready.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	134
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	21.1%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	8.33%	41.66%	41.66%	41.66%	41.66%
9	5.88%	18.62%	19.6%	18.62%	19.6%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Parents become involved in their children's education at Altus Schools Mirus from the beginning. Parents are a part of the initial meeting with the teacher when they learn school requirements. Together with the student, they develop each student's unique Pathways Personalized Educational Plan (PPEP). Parents are encouraged to call and make appointments at any time; parents are involved in their child's education on a daily/weekly basis. Parents are encouraged to give feedback through the annual LCAP parent survey, open houses, senior exit orientation meetings, master agreement signings, board meetings, and graduation.

State Priority: Pupil Engagement

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

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

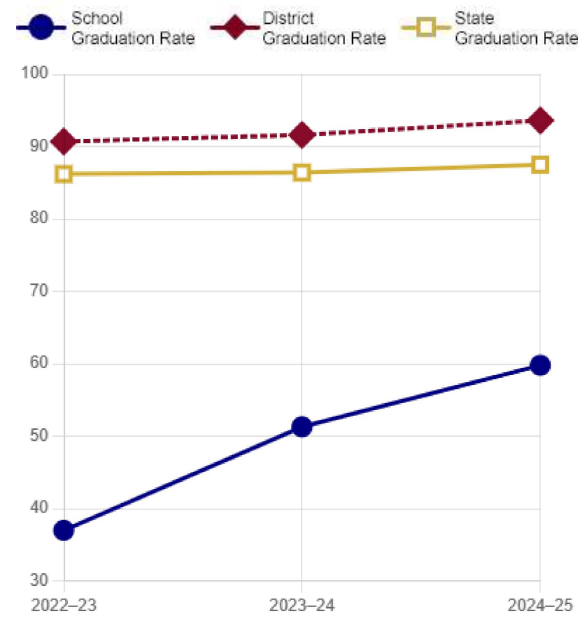
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Altus Schools Mirus is a DASS school. As an alternative option, many students enroll with Mirus to address credit deficiencies before returning to a traditional school or deciding to stay with Mirus to complete their coursework. Often these students are not on track to graduate with their four-year cohort. The DASS One-Year Graduation Rate posted in the additional reports on the CA Dashboard better reflects the success of Mirus. Mirus also maintains an internal One-Year Dropout Rate based on previous state criteria.

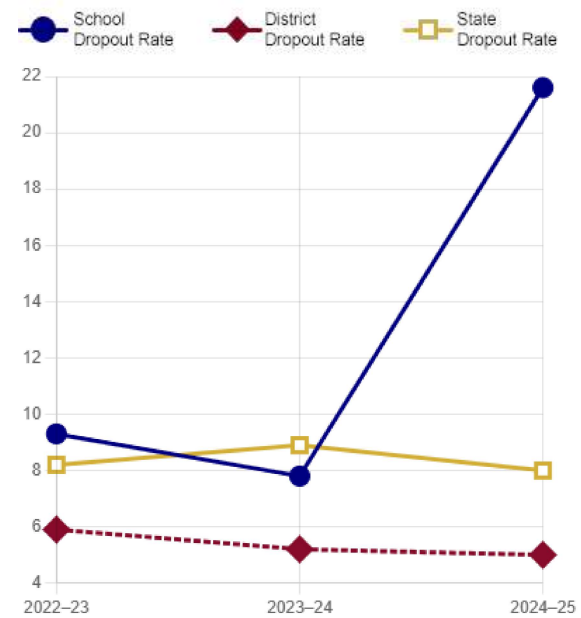
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	37.0%	51.3%	59.8%	90.7%	91.6%	93.6%	86.2%	86.4%	87.5%
Dropout Rate	9.3%	7.8%	21.6%	5.9%	5.2%	5.0%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Altus Schools Mirus is a DASS school. As an alternative option, many students enroll with Mirus to address credit deficiencies before returning to a traditional school or deciding to stay with Mirus to complete their coursework. Often these students are not on track to graduate with their four-year cohort. The DASS One-Year Graduation Rate posted in the additional reports on the CA Dashboard better reflects the success of Mirus. Mirus also maintains an internal One-Year Dropout Rate based on previous state criteria.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	102	61	59.8%
Female	52	32	61.5%
Male	50	29	58.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	70	42	60.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	22	14	63.6%
English Learners	20	12	60.0%
Foster Youth	--	--	--
Homeless	11	4	36.4%
Socioeconomically Disadvantaged	89	52	58.4%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	16	6	37.5%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Altus Schools Mirus is designated by the state as a Dashboard Alternative School Status school. DASS schools have at least 70% of the school's total enrollment comprised of groups that are at high risk of dropping out of school. These groups include students who are Expelled, Suspended, Pregnant and/or Parenting, Recovered Dropouts, Habitually Truant, retained more than once in kindergarten through grade eight, students who are credit deficient, students with a gap in enrollment, students with a high level of transiency, Foster Youth, and Homeless Youth.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	764	508	84	16.5%
Female	433	271	48	17.7%
Male	330	237	36	15.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	44	28	4	14.3%
Filipino	--	--	--	--
Hispanic or Latino	519	340	58	17.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	14	2	14.3%
White	151	107	18	16.8%
English Learners	86	66	12	18.2%
Foster Youth	--	--	--	--
Homeless	18	15	5	33.3%
Socioeconomically Disadvantaged	535	373	66	17.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	64	14	21.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.28	0.00	0.00	5.56	4.93	4.19	3.60	3.28	2.94
Expulsions	0.28	0.00	0.00	0.33	0.22	0.25	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

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

D. Other SARC information

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	483.33

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	3.10

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15327.05	\$5850.00	\$9477.00	--
District	N/A	N/A	--	\$107988.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A		

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

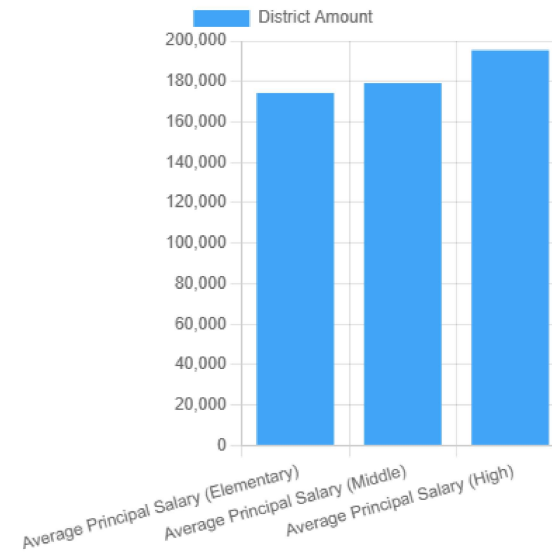
Types of Services Funded (Fiscal Year 2024–25)

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

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$68640.00	\$60862.67
Mid-Range Teacher Salary	\$108778.00	\$93575.04
Highest Teacher Salary	\$137284.00	\$125548.29
Average Principal Salary (Elementary)	\$174327.00	\$157644.72
Average Principal Salary (Middle)	\$179148.00	\$165340.66
Average Principal Salary (High)	\$195463.00	\$182579.89
Superintendent Salary	\$268305.00	\$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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



Advanced Placement (AP) Courses (School Year 2024–25)

Altus Schools Mirus offers 9 AP courses that students can enroll in at any point during the school year. The data below reflects the students and AP courses enrolled as of the first Wednesday in October (CBEDS/Census Day).

Percent of Students in AP Courses 1.5 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered*	5

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

Professional Development

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

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	14	15	14