



Wednesday, January 10, 2024
VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

BOARD MEMBERS

Mike Anderson
Kyle Bonenberger
Fareed Farukhi
Robert Nelson
Sharon Rhee

THIS MEETING WILL BE HELD IN PERSON IN THE GRADE 5 CLASSROOM OF VIBRANT MINDS CHARTER SCHOOL.

1. OPEN GENERAL SESSION

Subject **1.1 Call to Order _____ p.m.**

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 1. OPEN GENERAL SESSION

Access Public

Type Procedural

Subject **1.2 Establishment of Quorum**

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 1. OPEN GENERAL SESSION

Access Public

Type Procedural

Roll Call	Present	Absent
Anderson		
Bonenberger		
Farukhi		
Nelson		
Rhee		

Subject **1.3 Pledge of Allegiance**

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 1. OPEN GENERAL SESSION

Access Public

Type Procedural



Subject **1.4 Approval of the Agenda**

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 1. OPEN GENERAL SESSION

Access Public

Type Action

Recommended Action This agenda has been posted within the 72 hours required by the Brown Act.

Motion:	Second:	
Roll Call	Aye	Nay

Anderson		
Bonenberger		
Farukhi		
Nelson		
Rhee		
Item Passes – Vote:		
Item Does Not Pass – Vote:		

File Attachments
[A 011024 Agenda.pdf \(801 KB\)](#)

Subject	1.5 Public Comment
Meeting	Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category	1. OPEN GENERAL SESSION
Access	Public
Type	Procedural

Public Comment: Vibrant Minds Charter School welcomes your participation at Vibrant Minds Board Meetings. The purpose of the meeting of the Board of Directors (Board) is to conduct the affairs of Vibrant Minds Charter School in public. Your participation ensures continuing community interest in Vibrant Minds Charter School. If you wish to make a public comment, please complete the "Request to Speak before the Vibrant Minds Charter School Board" Form prior to the start of the meeting. The form may be accessed on the school's website. Hard copies will also be available in the School Office and at in-person meetings. You may also make a public comment during this section of the Board Meeting.

Comments are to address Open/Closed Session items found on the agenda. Each Comment will be limited to three (3) minutes. A total of twenty-one (21) minutes will be afforded for public comment. Unless an item has been placed on the published agenda in accordance with the Brown Act, there shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda. All Public Comment will be presented to the Board of Directors. The Board Members may: (1) acknowledge receipt of information/report; (2) refer to staff with no direction as to action or priority; or (3) refer the matter to the next agenda.

Personal attacks against Vibrant Minds Charter School employees and/or Vibrant Minds Board Members are inappropriate and not considered by the Board at a public Board Meeting. The Board has a complaint process which should be followed. The Board will not respond to personal attacks against employees or Board members in a public meeting, and cautions members of the public that they will be personally responsible for any remarks made.

2. PARENT REPORTS

Subject	2.1 School Site Council (SSC) Report by Parent Representative
Meeting	Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category	2. PARENT REPORTS
Access	Public
Type	Information, Reports
Subject	2.2 English Learner Advisory Committee (ELAC) Report by Parent Representative
Meeting	Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category	2. PARENT REPORTS
Access	Public
Type	Information, Reports
Subject	2.3 Family and Staff Team (F.A.S.T.) Report by Parent Representative
Meeting	Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category	2. PARENT REPORTS
Access	Public
Type	Information, Reports

3. CONSENT (ONE VOTE)

Subject	3.1 December 13, 2023, Board Meeting Minutes
Meeting	Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category	3. CONSENT (ONE VOTE)
Access	Public
Type	Action (Consent)
Recommended Action	Consent section items are for routine matters that do not require discussion or deliberation by the Board. The consent calendar permits the Board to approve multiple items by one action. All Board members have the right to remove a consent item from the consent calendar so that normal discussion and deliberation may take place.

Motion:		Second:	
Roll Call	Aye		Nay
Anderson			
Bonenberger			
Farukhi			
Nelson			
Rhee			
Item Passes Vote:			

Item Does Not Pass Vote:

File Attachments

[B 121323 Minutes.pdf \(220 KB\)](#)

Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.

4. EXECUTIVE DIRECTOR REPORT -- DEBRA J. SCHROEDER

Subject 4.1 Progress Report on New Site and Emergency Repair Budget

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 4. EXECUTIVE DIRECTOR REPORT -- DEBRA J. SCHROEDER

Access Public

Type Information

Robert Nelson, Kyle Bonenberger, and/or Debra Schroeder will share any new information regarding the future site for Vibrant Minds Charter School, which continues to be in escrow as we await an approved CUP by the City of Anaheim. The property address is 320 W. Broadway, Anaheim, California 92805, and it is close to the intersection of W. Broadway and Harbor Blvd.

Based on recent events with homeless occupancy of the building and plumbing issues, it seems prudent to allocate funds for emergency use for maintenance and repair. The amount of \$20,000 will be voted upon as an Action Item.

Subject 4.2 California Community Schools Partnership Program (CCSPP) Planning Grant Update

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 4. EXECUTIVE DIRECTOR REPORT -- DEBRA J. SCHROEDER

Access Public

Type

An update associated with our California Community Schools Partnership Program (CCSPP) Planning Grant will be presented monthly. Yvette LaValle is taking the lead on this two-year planning process, during which we will pilot a number of programs in support of our scholars and families.

Subject 4.3 Teacher Residency Capacity Grant

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 4. EXECUTIVE DIRECTOR REPORT -- DEBRA J. SCHROEDER

Access Public

Type Information

In partnership with Biola University and Hope International University, a draft of a Teacher Residency Capacity Grant has been written. This could result in \$250,000 of funding to develop a Teacher Residency Program and build capacity for its implementation. The grant is due to the Commission by 5:00 p.m. on February 16, 2024. There is a second Teacher Residency Implementation and Expansion Grant that will also be written, which is due on April 1, 2024.

File Attachments

[VMCS Teacher Residency Capacity Grant 010124.pdf \(291 KB\)](#)

Subject 4.4 Annual Mid-Year Update to the LCAP and the LCFF Budget Overview for Parents

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 4. EXECUTIVE DIRECTOR REPORT -- DEBRA J. SCHROEDER

Access Public

Type Reports

The required report to the VMCS Board includes the following:

- All available mid-year outcome data related to metrics identified in the current year's LCAP
- All available mid-year expenditure and implementation data on all actions identified in the current year's LCAP

Subject 4.5 Proposition 28 -- Arts and Music in School

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 4. EXECUTIVE DIRECTOR REPORT -- DEBRA J. SCHROEDER

Access Public

Type Information

The Board will be asked to Certify the intended use of Proposition 28 Arts and Music in School Funds, as well as approve the proposed budget. The total amount for the 2023-2024 school year is estimated to be \$39,178. A yearly amount will be provided, and the amount of received funds will be determined annually.

File Attachments

[F Arts and Music in School Certification.pdf \(86 KB\)](#)

[G Arts and Music in School Budget.pdf \(81 KB\)](#)

Subject	4.6 2024-2025 School Calendar
Meeting	Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category	4. EXECUTIVE DIRECTOR REPORT -- DEBRA J. SCHROEDER
Access	Public
Type	Information

There will be the continuance of the three-week Winter Break in 2024-2025 in case there is an opportunity for a mid-year move into the new site. The school staff has been provided with a draft of the calendar for feedback. It will also be presented to the School Site Council for feedback on January 11, 2024.

File Attachments
H School Calendar 2024-2025.pdf (104 KB)

5. ASSISTANT DIRECTOR REPORT -- CHAMMARRA NGUYEN

Subject	5.1 Enrollment for 2023-2024
Meeting	Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category	5. ASSISTANT DIRECTOR REPORT -- CHAMMARRA NGUYEN
Access	Public
Type	Information

Subject	5.2 Waiting List for 2023-2024
Meeting	Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category	5. ASSISTANT DIRECTOR REPORT -- CHAMMARRA NGUYEN
Access	Public
Type	Information

6. ICON SCHOOL MANAGEMENT REPORT -- ROY KIM

Subject	6.1 November Financials
Meeting	Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category	6. ICON SCHOOL MANAGEMENT REPORT -- ROY KIM
Access	Public
Type	Reports

The presentation provides budgetary information for November 2023, and will be presented by Roy Kim of Icon School Management. A PowerPoint Presentation will be attached when it is available.

Subject	6.2 Budget Updates
Meeting	Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category	6. ICON SCHOOL MANAGEMENT REPORT -- ROY KIM
Access	Public
Type	Information

Budget updates for California's funding of schools will occur on an as-needed basis to help the Board anticipate future issues.

7. ACTION ITEMS

Subject	7.1 Allocation of \$20,000 for Repair and Maintenance of New Site
Meeting	Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category	7. ACTION ITEMS
Access	Public
Type	Action
Recommended Action	<p>RECOMMENDATION: It is recommended that the VMCS Board of Directors approves the allocation of \$20,000 for the repair and maintenance of the new site.</p> <p>RATIONALE: In light of recent homeless occupancy of the new site and plumbing issues, it may be necessary to do some repair work prior to the receipt of the CUP. The \$20,000 will be used for emergency situation that require immediate attention.</p>

Motion:	Second:	
Roll Call	Aye	Nay
Anderson		
Bonenberger		
Farukhi		
Nelson		
Rhee		
Item Passes Vote:		
Item Does Not Pass Vote:		

Subject

7.2 Approval of Submission of the Teacher Residency Capacity Grant for \$250,000

Meeting

Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category

7. ACTION ITEMS

Access

Public

Type

Action

Recommended Action

RECOMMENDATION: It is recommended that the VMCS Board of Directors approves the submission of the Teacher Residency Capacity Grant for the amount of \$250,000, which will involve collaboration with Biola University and Hope International University.

RATIONALE: Considering the fact that we will need to double our staff as we gradually double our enrollment, the Teacher Residency Program will help us recruit and retain future teachers. Additionally, the Mentor Teachers will receive professional development and stipends for their support of the Teacher Residency Program.

Motion:		Second:	
Roll Call	Aye	Nay	
Anderson			
Bonenberger			
Farukhi			
Nelson			
Rhee			
Item Passes Vote:			
Item Does Not Pass Vote:			

Subject

7.3 Approval of the Annual Mid-Year Update to the LCAP and the LCFF Budget Overview for Parents

Meeting

Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category

7. ACTION ITEMS

Access

Public

Type

Action

Recommended Action

RECOMMENDATION: It is recommended that the VMCS Board of Directors approves the Annual Mid-Year Update to the LCAP and the LCFF Budget Overview for Parents.

RATIONALE: Schools/districts are mandated to provide to the Board an annual update to the LCAP and the LCFF Budget Overview for Parents.While it is not clear if this update needs to be Board approved, it was determined that this approval acknowledges that VMCS completed this process.

Motion:		Second:	
Roll Call	Aye	Nay	
Anderson			
Bonenberger			
Farukhi			
Nelson			
Rhee			
Item Passes Vote:			
Item Does Not Pass Vote:			

Subject

7.4 Approval of 2023-2024 Arts and Music in Schools Certification and Budget Plan

Meeting

Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category

7. ACTION ITEMS

Access

Public

Type

Action

Recommended Action

RECOMMENDATION: It is recommended that the VMCS Board of Directors approves the Proposition 28 2023-2024 Arts and Music in Schools Certification and Budget Plan for an approximate amount of \$39,178.

RATIONALE: While the State has not provided templates for these two documents, it is clear that Board approval is required.

Motion:		Second:	
Roll Call	Aye	Nay	
Anderson			
Bonenberger			
Farukhi			
Nelson			
Rhee			
Item Passes Vote:			
Item Does Not Pass Vote:			

Subject

7.5 Approval of 2024-2025 School Calendar

Meeting

Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category

7. ACTION ITEMS

Access

Public

Type

Action

Recommended Action

RECOMMENDATION: It is recommended that the VMCS Board of Directors approves the 2024-2025 VMCS School Calendar.

RATIONALE: As we prepare for the 2024-2025 school year, an approved school calendar needs to be in place. The attached calendar has been vetted by the staff and will be presented to the School Site Council at its January 11, 2024, meeting. If there are any refinements, the revised calendar will be brought back to the Board for discussion and approval.

Motion:		Second:	
Roll Call	Aye		Nay
Anderson			
Bonenberger			
Farukhi			
Nelson			
Rhee			
Item Passes Vote:			
Item Does Not Pass Vote:			

8. BOARD COMMENTS

Subject

8.1 General Comments

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 8. BOARD COMMENTS

Access Public

Type Procedural

Subject

8.2 Next Board Meeting: Wednesday, February 21, 2024, at 5:30 p.m. This meeting will be in-person.

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 8. BOARD COMMENTS

Access Public

Type Information

9. BOARD ADJOURNMENT

Subject

9.1 Board Adjournment: _____ p.m.

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 9. BOARD ADJOURNMENT

Access Public

Type Procedural

Motion:		Second:	
Roll Call	Aye		Nay
Anderson			
Bonenberger			
Farukhi			
Nelson			
Rhee			
Item Passes – Vote:			
Item Does Not Pass – Vote:			

10. GENERAL INFORMATION

Subject

10.1 Notifications

Meeting Jan 10, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.

Category 10. GENERAL INFORMATION

Access Public

Type Information

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY. The Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE. Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY. Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Board of Directors may request assistance by contacting (714) 563-2390

TRANSLATION/INTERPRETATION OF BOARD INFORMATION OR A BOARD MEETING WILL BE PROVIDED FOR LIMITED ENGLISH LANGUAGE PROFICIENT PARENTS/COMMUNITY MEMBERS IN A LANGUAGE THEY CAN UNDERSTAND.

FOR MORE INFORMATION. Concerning this agenda, please call (714) 563-2390

VMCS REGULAR BOARD MEETING MINUTES
5:30 P.M., Wednesday, December 13, 2023

1. OPEN GENERAL SESSION

Procedural: 1.1 Call to Order 5:35 p.m.

Procedural: 1.2 Establishment of Quorum

Roll Call	Present	Absent
Anderson	X	
Bonenberger	X	
Farukhi	Late	
Nelson	X	
Rhee		X

Procedural: 1.3 Pledge of Allegiance

Action: 1.4 Approval of the Agenda

Recommended Action: This agenda has been posted within the 72 hours required by the Brown Act.

Motion: Nelson		Second: Bonenberger	
Roll Call	Aye		Nay
Anderson	X		
Bonenberger	X		
Farukhi	Late		
Nelson	X		
Rhee	Absent		
Item Passes – Vote: 3/3			
Item Does Not Pass – Vote:			

Procedural: 1.5 Public Comment

None

2. PARENT REPORTS

Information, Reports: 2.1 School Site Council (SSC) Report by Parent Representative

The SSC was represented by Linda (Mirta) Carmona, one of the parent-elected members. She reported that the last SSC Meeting occurred on December 7, 2023, at 5:30 p.m. She informed the Board that one of the SSC parent members moved out of the area, so the parent alternate, Jeremy Truman, has filled this vacancy. Additional topics that were covered at the SSC Meeting included:

- A brief report from ELAC
- Feedback regarding Parent/Teacher Conferences
- Preview of the California Dashboard
- The draft of the School Accountability Report Card (SARC)
- Progress on the California Community Schools Partnership Program (CCSPP) Planning Grant
- Status on the Comprehensive School Safety Plan

Information, Reports: 2.2 English Learner Advisory Committee (ELAC) Report by Parent Representative

ELAC was represented by Chammarra Nguyen, the Assistant Director. The ELAC Meeting occurred on the same day as the Board Meeting. Plans were discussed to move forward on the ESL classes, with parents meeting on a more frequent basis to support each other in the acquisition of English.

Information, Reports: 2.3 Family and Staff Team (F.A.S.T.) Report by Parent Representative

F.A.S.T. was represented by Yvette LaValle, a Coordinator. The topics she covered included:

- Success of the Winter Wonderland Performance held at new site
- Performance by the African Children's Choir; connection from the City Church
- Selected families benefitted from an event put on by Caterina's Club at the White House, which included lunch, face painting, gifts, and snow play
- Hearing assessment served 210 scholars
- The 70th day of school was celebrated on November 17 by scholars and staff dressing up in 70s attire
- Snow Day prior to the Winter Break was memorable with hot chocolate, face painting, tattoos, crafts, and sledding

3. CONSENT (ONE VOTE)

Action (Consent): 3.1 November, 8, 2023, Board Meeting Minutes

Recommended Action: Consent section items are for routine matters that do not require discussion or deliberation by the Board. The consent calendar permits the Board to approve multiple items by one action. All Board members have the right to remove a consent item from the consent calendar so that normal discussion and deliberation may take place.

Motion: Nelson		Second: Anderson	
Roll Call	Aye		Nay
Anderson	X		
Bonenberger	X		
Farukhi	X		
Nelson	X		
Rhee	Absent		
Item Passes – Vote: 4/4			
Item Does Not Pass – Vote:			

4. EXECUTIVE DIRECTOR REPORT -- DEBRA J. SCHROEDER

Information: 4.1 Progress Report on New Site

Good news was shared about Bethel Baptist Church's willingness to support VMCS with staff parking at the new site. This may bring our school closer to receiving the Conditional Use Permit from the City of Anaheim. Nelson also shared the other areas the City of Anaheim now say need to be addressed for the issuance of a CUP. There was also a discussion of the church holding the note for the building, which could greatly reduce the cost of purchasing the building under a privately-issued bond.

Information: 4.2 California Community Schools Partnership Program (CCSPP) Planning Grant Update

Yvette LaValle provided updates on the CCSPP Planning Grant. She shared that she attends a meeting every other month where she collaborates with other coordinators and principals, which has provided worthwhile insights. She is also working on convening a team of parents who will provide their input on the development of VMCS as a community school. Also, there is a plan to provide coaching support to families, as well as in a large group parent workshop format.

Information, Reports: 4.3 California Dashboard Preview for 2022-2023

The Dashboard Preview information shared with the Board is unavailable to the public at this time. Based on the SBAC results from the 2022-2023 school year and as presented on the California Dashboard, VMCS still stands strong when compared with other Anaheim schools and charter schools in the area. The only negative result involved attendance issues last school year, which are better this school year. However, attendance is an area that needs to be constantly addressed.

Information: 4.4 School Accountability Report Card (SARC)

While some of the information for the SARC still needs to be provided by California Department of Education, the SARC is being presented to the Board "as is" in order to meet the due date for approval and posting.

Reports: 4.5 2022-2023 Audit Report

The Board was reminded that the Audit Report was presented at the November Board Meeting by the auditor in order to field any questions. It is now being presented as an action item for Board approval.

Reports: 4.6 2023-2024 Comprehensive School Safety Plan

The Board was reminded that the Comprehensive School Safety Plan was presented at the November Board Meeting by LaValle in order to field any questions. It is now being presented as an action item for Board approval.

LaValle also shared a series of incidents with three different homeless males on the same school day. The first incident in the morning resulted in a staff member who supervises drop-off in the morning to be chased with a small knife. The same homeless male pounded and broke the windshield of LaValle's car. The police became involved, and the homeless male was arrested due to his aggressive behaviors. Additionally, a homeless male was drunk and disorderly in front of the school in the afternoon and shouted profanities to our families in the area. Also, a homeless male attempted to open the car door where an older female sibling and baby were awaiting the mother to return from picking up a scholar. There will be a collaborative effort with APD to address ongoing issues with the homeless people in the area. Although, current laws such as Proposition 47 makes it difficult for APD to deal with issues with the homeless in the area.

5. ASSISTANT DIRECTOR REPORT -- CHAMMARRA NGUYEN

Information: 5.1 Enrollment for 2023-2024

- Grade TK/K -- 24 (14 TK and 10 K)
- Grade K -- 28
- Grade 1 -- 32
- Grade 2 -- 30
- Grade 3 -- 32
- Grade 4 -- 32
- Grade 5 -- 32
- Grade 6 -- 31
- Total -- 241

Information: 5.2 Waiting List for 2023-2024

- Grade TK -- 0
- Grade K -- 4
- Grade 1 -- 27
- Grade 2 -- 22
- Grade 3 -- 28
- Grade 4 -- 59
- Grade 5 -- 44
- Grade 6 -- 3
- Total -- 187 + scholars who do not qualify for enrollment in 2024-2025

6. ICON SCHOOL MANAGEMENT REPORT -- ROY KIM

Reports: 6.1 October Financials

Kim presented the budget report using a detailed PowerPoint presentation.

Reports: 6.2 1st Interim Budget Report

The Interim Budget Report is brought to the Board for approval and will be submitted to Anaheim Elementary School District and the Orange County Department of Education. It covers VMCS's budget from July 1 through October 31, 2023. Also, Kim shared some negative developments in California's budget, which may impact school budgets.

7. ACTION ITEMS

Action: 7.1 Approval of 2022-2023 School Accountability Report Card (SARC)

RECOMMENDATION: It is recommended that the VMCS Board of Directors approves what has been completed of the School Accountability Report Card (SARC).

RATIONALE: This is a mandated yearly document that must be posted on the VMCS Webpage by February 2024. All schools in California must complete and post a SARC.

Motion: Nelson		Second: Farukhi
Roll Call	Aye	Nay
Anderson	X	
Bonenberger	X	
Farukhi	X	
Nelson	X	
Rhee	Absent	
Item Passes – Vote: 4/4		
Item Does Not Pass – Vote:		

Action: 7.2 Approval of 2022-2023 Audit Report

RECOMMENDATION: It is recommended that the VMCS Board of Directors approves the 2022-2023 Audit Report.

RATIONALE: The audit is a mandated yearly process completed by an outside entity to ensure VMCS is appropriately using State and Federal funds to implement all programs associate with the school.

Motion: Farukhi		Second: Anderson
Roll Call	Aye	Nay
Anderson	X	
Bonenberger	X	
Farukhi	X	
Nelson	X	
Rhee	Absent	
Item Passes – Vote: 4/4		
Item Does Not Pass – Vote:		

Action: 7.3 Approval of 2023-2024 Comprehensive School Safety Plan

RECOMMENDATION: It is recommended that the VMCS Board of Directors approves the 2023-2024 Comprehensive School Safety Plan.

RATIONALE: The Comprehensive School Safety Plan needs to be revisited and refined year and is a requirement of all schools/districts in the State of California.

Motion: Bonenberger		Second: Anderson
Roll Call	Aye	Nay
Anderson	X	
Bonenberger	X	
Farukhi	X	
Nelson	X	
Rhee	Absent	
Item Passes – Vote: 4/4		
Item Does Not Pass – Vote:		

Action: 7.4 Approval of 2023-2024 1st Interim Budget Report

RECOMMENDATION: It is recommended that the VMCS Board of Directors approves the 2023-2024 1st Interim Budget Report.

RATIONALE: The 1st Interim Budget Report must be Board approved and submitted to the Anaheim Elementary School District and Orange County Department of Education in December 2023.

Motion: Nelson		Second: Farukhi
Roll Call	Aye	Nay
Anderson	X	
Bonenberger	X	
Farukhi	X	

Nelson	X	
Rhee	Absent	
Item Passes – Vote: 4/4		
Item Does Not Pass – Vote:		

8. BOARD COMMENTS

Staff and Board Members shared hopes for a happy holiday season

Procedural: 8.1 General Comments

Information: 8.2 Next Board Meeting: Wednesday, January 10, 2023, at 5:30 p.m. This meeting will be in-person.

9. BOARD ADJOURNMENT

Procedural: 9.1 Board Adjournment: 7:21 p.m.

Motion: Bonenberger		Second: Anderson	
Roll Call	Aye		Nay
Anderson	X		
Bonenberger	X		
Farukhi	X		
Nelson	X		
Rhee	Absent		
Item Passes – Vote: 4/4			
Item Does Not Pass – Vote:			

TEACHER RESIDENCY CAPACITY GRANT Application Cover Page

LEA Applicant Information

Name of LEA Applicant: Vibrant Minds Charter

Mailing Address: 412 W. Carl Karcher Way, Anaheim, CA 92801

CD/CDS Code: 30-66423-0131417

LEA Contact Information – Person Authorized to Sign Grant Award Agreement

Name of LEA Signatory: Debra J. Schroeder, Ed.D.

Title: Founding/Executive Director

Telephone: 714-563-2390

Email Address: dschroeder@vibrantminds.us

LEA Contact Information – Person Responsible for Day-to-Day Grant Management

Name of LEA Contact Person: Debra J. Schroeder, Ed.D.

Title: Founding/Executive Director

Telephone: 714-563-2390

Email Address: dschroeder@vibrantminds.us

LEA Fiscal Agent Information – Person Responsible for Grant Budget Oversight

Name of Fiscal Agent: Debra J. Schroeder, Ed.D.

Title: Founding/Executive Director

Agency: Vibrant Minds Charter School

Mailing Address: 412 W. Carl Karcher Way, Anaheim, CA 92801

Telephone: 714-563-2390

Email Address: dschroeder@vibrantminds.us

Is this a consortium application? ☐ Yes ☒ No

COMPONENT 1: OVERVIEW OF TEACHER RESIDENCY PARTNERSHIP TO BE DEVELOPED

LEA Rationale for Applying for Teacher Residency Capacity Grant

As an independent Grade TK through 6 charter school authorized by the Anaheim Elementary School District, Vibrant Minds Charter School (VMCS) functions both as a district and a school. Because of the duality of our roles as a stand-alone charter school, we are solely responsible for the recruitment, development, and retention of highly qualified educators. This can be challenging in light of current and future educator shortages. As a solution to this challenge, we seek to proactively create a Teacher Residency Program in which we can develop our own teaching staff in partnership with a reputable Institute of Higher Education (IHE). We are confident we can serve fledgling teachers well in our small school environment where we are passionate about and committed to our work with our scholars (i.e., students) and support each other as a staff. It is our mission to help our scholars and staff discover their interests and talents and transform them into strengths through mentoring and character development.

For VMCS, the timing of this Teacher Residency Capacity Grant Application is ideal. While we have a total of 15 credentialed educators at this time working directly with our 240 scholars (i.e., one special education teacher, one physical education teacher, one project-based learning teacher, four Tier 3 interventionists, and eight classroom teachers), our number of educators will need to double as we expand our enrollment to 456 scholars for the 2025-2026 school year. If awarded this grant, we are prepared to take action on building our capacity to implement our Teacher Residency Program beginning in March 2024 and throughout the summer. We will be prepared to have Resident Teachers in place for the 2024-2025 school year. They will then have an opportunity to be hired as educators for the 2025-2026 school year when we have relocated to a new site with space to accommodate a portion of our current waiting list of over 300 scholars.

Intended Institute of Higher Education (IHE) Partners

We have reached out and have verified that Biola University and Hope International University are open to partnering with our school on the development and implementation of a Teacher Residency Program. VMCS and Biola University have had a strong partnership since VMCS's opening during the 2015-2016 school year. We have consistently hosted Biola University's fieldwork students and student teachers, as well as tutors in Biola's off campus federal work study program called America Reads. Because of our ongoing partnership, our current teaching staff includes three educators who have received their credentials through Biola University. Additionally, the Founding/Executive Director of VMCS, Debra J. Schroeder, Ed.D., has served as a voluntary member of the CTC Unit Advisory Board for Biola University. It is clear from our experiences with students from Biola University that the teacher preparation program is outstanding. This makes entering into a partnership with Biola University for the development and implementation of the VMCS Teacher Residency Program ideal.

For Resident Teachers who elect to not have Biola University's faith-based education integrated into their teacher training program, Hope International University will serve as an alternative IHE. The Founding/Executive Director of VMCS has worked with Joyce Yang, Ph.D., who is Hope International University's Dean of Education, when Dr. Yang coordinated the Orange County Department of Education Induction Program. Biola University and Hope International University are also excited to work with each other in support of the VMCS Teacher Residency Program.

Both Biola University and Hope International University have Commission-approved educator preparation programs in VMCS's targeted credential areas. They are also located in close proximity to VMCS in Anaheim (i.e., La Mirada and Fullerton, respectively). Therefore, in-person collaboration with the Resident Teachers, Mentor Teachers, VMCS Administration, and University Staff is feasible. The two universities also offer on-line options for Resident Teachers.

Partnerships in which there is built-in reciprocity are beneficial and sustainable. VMCS will benefit from partnering with Biola University and Hope International University because of an increased access to the students drawn to their reputable educator programs, as well as the expertise of their university staff. For example, we have worked closely with Jenna Canillas, Ph.D. from Biola University when she shared with us her expertise in multilingual/multicultural education. We would hope to continue to benefit from her support, especially in light of the growing number of English learners enrolling into VMCS. The universities will benefit from partnering with VMCS because of our willingness to host field work students and student teachers. We also serve as a small lab for the universities to apply what is theorized.

Technical Assistance Center

To support the Teacher Residency Capacity Grant planning process and eventual implementation, guidance from the Santa Clara County Office of Education will be sought out. The Santa Clara COE has been awarded a \$20 million grant to provide leadership in establishing a Statewide Residency Technical Assistance Center Network aimed at enhancing the quality of teacher preparation and education across the state of California.

COMPONENT 2: LOCAL NEED FOR IDENTIFIED SHORTAGE AREAS AND DIVERSIFICATION OF WORKFORCE

Through tremendous recruitment efforts and a reputation for supporting our staff, we currently have all of our positions filled by educators with Preliminary and Clear Teaching Credentials. However, as we seek to double our enrollment, and therefore double our teaching staff, we are concerned that the recruitment of teachers may become increasingly more difficult. And, it is difficult for us to compete with traditional schools and districts due to our size. A strong Teacher Residency Program will level the playing field for us as we support Resident Teachers to acquire their Education Specialist Instruction Credential and/or Multiple Subject Credential. It is also a means to

maintain our positive school climate through a shared philosophy of strength-based teaching and learning and restorative justice, which can be the result of having Mentor Teachers from our school partner with Resident Teachers. In all areas of staffing need, it would be ideal to have Resident Teachers mentored by our current highly effectively and experienced Mentor Teachers during the 2024-2025 school year for hire for the 2025-2026 school year when we anticipate doubling our enrollment based upon our current waiting list numbers.

Support Resident Teachers in a Designated Shortage Field

It is difficult to recruit a teacher with an Education Specialist Instruction Credential to support scholars under an Individualized Education Plan (IEP). Typically, a school with our enrollment has one teacher with this credential serving all Special Education (SPED) scholars. However, parents of scholars with special needs are drawn to charter schools, so our percentage is higher than is typical with 13.3% of our scholars under an IEP. Additionally, SPED scholars enroll in our school with diverse and frequent services, which impacts the scheduling of the services. If this trend continues, we may need an additional part-time or full-time SPED teacher. It would also be helpful if the SPED teacher was bilingual/biliterate (i.e., English/Spanish) since many of our families are Spanish speaking.

There is a shift in expectations for Transitional Kindergarten (TK) and Kindergarten (K) teachers, which makes these positions another challenge for recruitment. For the past two years, our current TK and K teachers have participated in various professional development courses to transition to the new model of a two-year kindergarten program that uses a modified curriculum that is age and developmentally appropriate. Based on highly vetted educational research, this is compounded with the need to teach English-language arts with Science of Reading pedagogy and curricular resources, which has not been the emphasis in the past in teacher preparation programs. Also, with the high number of English Learners enrolling in VMCS, it would be helpful if the TK/K teachers were bilingual/biliterate (i.e., English/Spanish) since many of our families our Spanish speaking. Currently, neither of our TK/K classroom teacher are bilingual/biliterate, so our recruitment efforts need to prioritize this need.

Support Teacher Residents to Diversify Workforce

In hiring for VMCS, there has always been an awareness of the need to diversify our workforce to reflect our community's diversity. In terms of the race/ethnicity of our scholars, our demographic data for 2023-2024 is as follows:

Race/Ethnicity	Percentage	Enrollment Number
Hispanic/Latino	72.4%	174 Scholars
White (Not Hispanic/Latino)	10.8%	26 Scholars
Black/African American	4.6%	11 Scholars
Asian	4.1%	10 Scholars
Filipino	1.2%	3 Scholars

Multiracial	5.0%	12 Scholars
Unknown	2.1%	5 Scholars
Total		241 Scholars

While our classified staff is reflective of our community's diversity, our certificated staff is not. The table below includes demographic data for our day-time classified support staff (clerical, custodial, and playground), classified instructional team (instructional assistants), and certificated staff (positions that require a credential issued by the California Commission of Teacher Credentialing such as teachers, special education staff, and administration). This staffing imbalance may inadvertently convey to our scholars that classified positions in the educational setting are attainable by them, but certificated positions are not.

Classified Support Staff		
Race/Ethnicity	Percentage	Enrollment Number
Hispanic/Latino	80.0%	8 Staff Members
White (Not Hispanic/Latino)	10%	1 Staff Members
Black/African American	0.0%	0 Staff Members
Asian	0.0%	0 Staff Members
Filipino	10%	1 Staff Members
Multiracial	0.0%	0 Staff Members
Unknown	0.0%	0 Staff Members
Total		10 Staff Members

Classified Instructional Staff		
Race/Ethnicity	Percentage	Enrollment Number
Hispanic/Latino	52.9%	9 Staff Members
White (Not Hispanic/Latino)	41.2%	7 Staff Members
Black/African American	5.8%	1 Staff Members
Asian	0.0%	0 Staff Members
Filipino	0.0%	0 Staff Members
Multiracial	0.0%	0 Staff Members
Unknown	0.0%	0 Staff Members
Total		17 Staff Members

Certificated Staff		
Race/Ethnicity	Percentage	Enrollment Number
Hispanic/Latino	18.2%	4 Staff Members
White (Not Hispanic/Latino)	31.8%	7 Staff Members
Black/African American	13.6%	3 Staff Members
Asian	31.8%	7 Staff Members
Filipino	0.0%	0 Staff Members
Multiracial	4.5%	1 Staff Members
Unknown	0.0%	0 Staff Members
Total		22 Staff Members

The research to support the benefits of the diversification of teaching staff is plentiful and conclusive, as summarized by the California Department of Education's resource page titled *Diversifying the Teacher Workforce* (Updated October 2023, <https://www.cde.ca.gov/pd/ee/diverseteacherworkforce.asp>). The benefits include:

- For scholars of color, improved academic performance, graduation rates, and aspirations to attend college
- For all scholars, positive perceptions of teachers of color
- For teachers of color, possible mitigation of feelings of isolation, frustration, and fatigue

In interviewing our current classified instructional staff, many of them aspire to be credentialed teachers. However, financial barriers exist that are difficult to overcome, including the tuition cost of returning to a university and the hiatus on paid employment that is often required during student teaching. A Teacher Residency Program would be part of the answer for the diversification of our teaching staff since many of our instructional assistants are Hispanic/Latino and bilingual/biliterate. Many of them have also been with our school for five or more years, so they already possess a wealth of experience to draw from while acquiring their Education Specialist Instruction Credential and/or Multiple Subject Credential. Their plight is also mirrored in the surrounding Central Anaheim community, so it is believed that recruiting candidates to a Teacher Residency Program would be highly successful as we strive to “grow our own” future educators.

APPENDIX D: TEACHER RESIDENCY CAPACITY GRANT PROGRAM SUMMARY

1. Estimate the target number of residents by credential or program type for the Teacher Residency Program to be planned under the Capacity Grant:

Residency Area	Target Number of Residents Annually
Special Education	0
Special Education with Bilingual Authorization	0
Single Subject in a STEM Area	0
Single Subject in a STEM Area that Authorizes Teaching of Computer Science	0
Single Subject in a STEM Area with Bilingual Authorization	0

Single Subject Non-STEM with Bilingual Authorization	0
Multiple Subject (to teach in TK or Kindergarten)	2
Multiple Subject with Bilingual Authorization	0
Dual Credential Please specify the two credentials here:	0
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Special Education	1
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Multiple Subjects with or without added authorizations	6 (including three teachers seeking a multiple subject credential with strengths preferably in music, physical education, and technology-infused instruction to complement current VMCS team)
Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Single Subjects with or without added authorizations	0

2. LEA(s) and school sites where the residents would be placed during implementation of the Teacher Residency Program developed under the Capacity Grant.

Vibrant Minds Charter - Vibrant Minds Charter School - 9 - Multiple Subject to Teach TK or K (2), Diversifying Teacher Workforce that Reflects the LEA Community's Diversity for Special Education (1), Diversifying Teacher Workforce that Reflects the LEA Community's Diversity for Multiple Subjects with or without Added Authorizations (6)

3. Partner IHE(s) for the Teacher Residency Capacity Grant

Biola University - Multiple Subject to Teach TK or K, Diversifying Teacher Workforce that Reflects the LEA Community's Diversity for Special Education, Diversifying Teacher Workforce that Reflects the LEA Community's Diversity for

Multiple Subjects with or without Added Authorization

Hope International University - Multiple Subject to Teach TK or K, Diversifying Teacher Workforce that Reflects the LEA Community's Diversity for Multiple Subjects with or without Added Authorization

COMPONENT 3: DESCRIPTION OF COMPONENTS OF CAPACITY BUILDING PROCESS TO BE IMPLEMENTED

Partnership's Strategy to Design, Develop Capacity, and Implement Teacher Residency Program

Planned Capacity Building Activities	Participants from VMCS and IHEs
<p>Vision Development: A vision is essential to provide a clear sense of purpose, direction, and values. The vision should serve as a source of inspiration, guide decision-making processes, and communicate the long-term goals for the Teacher Residency Program.</p> <p>A draft of a possible Partnership Vision Statement is:</p> <p><i>The VMCS/Biola/Hope Residency Partnership's vision is to diversify the workforce by recruiting, developing, funding, and employing teacher education candidates who have a commitment to educational excellence, work experience within the community, cultural and linguistic funds of knowledge, strong interpersonal skills, a passion for working in partnership with families, and a long-term commitment to teach in California public schools.</i></p>	<p>VMCS</p> <ul style="list-style-type: none"> • Coordinator of Teacher Residency Program – Cindy Fox • Instructional Assistant/Resident Teacher Candidate – Elizabeth Aldaña • Mentor Teacher Candidate – Naomi Perez • Assistant Director – Chammarra Nguyen • Founding/Executive Director – Debra J. Schroeder, Ed.D. <p>Biola University/Hope International University</p> <ul style="list-style-type: none"> • Biola University Professor Liaison – Jenna Canillas, Ph.D. • Biola University Dean of Education – June Hetzel, Ph.D. • Hope International University Professor Liaison – TBD • Hope International University Dean of Education – Joyce Yang, Ph.D.
<p>Recruitment/Selection Strategy for Resident Teachers: Developing a comprehensive recruitment strategy for Resident Teachers is essential for attracting quality candidates who want to enter the teaching profession to make a difference, as well as for fostering high</p>	<p>VMCS</p> <ul style="list-style-type: none"> • Coordinator of Teacher Residency Program – Cindy Fox • Assistant Director – Chammarra Nguyen • Founding/Executive Director – Debra J. Schroeder, Ed.D.

<p>retention rates of completion as a Resident Teacher and longevity as a classroom teacher. While VMCS has a number of classified staff members who are excited for the Teacher Residency Program opportunity, both Biola University and Hope International University will provide support by determining viable candidates who are close to or have completed their B.A./B.S. and are interested in pursuing a career as an elementary school teacher.</p>	<p>Biola University/Hope International University</p> <ul style="list-style-type: none"> • Biola University Dean of Education – June Hetzel, Ph.D. • Hope International University Dean of Education – Joyce Yang, Ph.D.
<p>Recruitment/Selection Strategy for Mentor Teachers: Then, developing a recruitment and selection strategy for Mentor Teachers in a Teacher Residency Program is crucial for ensuring Resident Teachers receive effective guidance and support. It will be necessary to determine Mentor Teacher qualifications, communicate program objectives with Mentor Teacher candidates, develop a clear set of expectations memorialized in an agreement, establish incentives, promote professional development opportunities, build a mentor community, etc. VMCS has many strong teachers who would effectively fulfill the role of Mentor Teacher.</p>	<p>VMCS</p> <ul style="list-style-type: none"> • Coordinator of Teacher Residency Program – Cindy Fox • Mentor Teacher Candidate – Naomi Perez • Assistant Director – Chammarra Nguyen • Founding/Executive Director – Debra J. Schroeder, Ed.D. <p>Biola University/Hope International University</p> <ul style="list-style-type: none"> • Biola University Professor Liaison – Jenna Canillas, Ph.D. • Biola University Dean of Education – June Hetzel, Ph.D. • Hope International University Professor Liaison – TBD • Hope International University Dean of Education – Joyce Yang, Ph.D.
<p>Memorandum of Understanding (MOU): A formal MOU between VMCS, Biola University, and Hope International University will be developed and signed with input from the three organizations. Areas of responsibility of VMCS and the two universities will be established and memorialized after key components of the Teacher Residency Program are determined (e.g., Curriculum Development, Selection and Placement, Mentorship and Professional</p>	<p>VMCS</p> <ul style="list-style-type: none"> • Assistant Director – Chammarra Nguyen • Founding/Executive Director – Debra J. Schroeder, Ed.D. <p>Biola University/Hope International University</p> <ul style="list-style-type: none"> • Biola University Dean of Education – June Hetzel, Ph.D. • Hope International University Dean of

Development, and Program Evaluation).	Education – Joyce Yang, Ph.D.
<p>Program Evaluation: The purpose of the program evaluation is to assess the efficiency, effectiveness, and impact of the Teacher Residency Program. The program evaluation will gather data, analyze outcomes, and provide recommendations for continuous improvement. Areas of focus will include both qualitative and quantitative data collected/observed from Resident Teachers, Mentor Teachers, administrators, scholars, and families. In partnership with VMCS, the two universities will play a key role in establishing tools and protocols for the Program Evaluation because of their expertise in research and evaluation.</p>	<p>VMCS</p> <ul style="list-style-type: none"> • Coordinator of Teacher Residency Program – Cindy Fox • Assistant Director – Chammarra Nguyen • Founding/Executive Director – Debra J. Schroeder, Ed.D. <p>Biola University/Hope International University</p> <ul style="list-style-type: none"> • Biola University Professor Liaison – Jenna Canillas, Ph.D. • Biola University Dean of Education – June Hetzel, Ph.D. • Hope International University Professor Liaison – TBD • Hope International University Dean of Education – Joyce Yang, Ph.D.
<p>Vision of Successful Resident Teacher Program Graduate: The development of this vision involves articulating a clear and inspiring image of what a Resident Teacher Program graduate should embody and achieve in their short-term, mid-term, and long-term professional journey. This vision should highly correlate with the type of teacher VMCS would like to hire for the 2025-2026 school year and beyond, with one goal being the diversification of the teacher workforce.</p>	<p>VMCS</p> <ul style="list-style-type: none"> • Coordinator of Teacher Residency Program – Cindy Fox • Instructional Assistant/Resident Teacher Candidate – Elizabeth Aldaña • Mentor Teacher Candidate – Naomi Perez • Assistant Director – Chammarra Nguyen • Founding/Executive Director – Debra J. Schroeder, Ed.D. <p>Biola University/Hope International University</p> <ul style="list-style-type: none"> • Biola University Professor Liaison – Jenna Canillas, Ph.D. • Biola University Dean of Education – June Hetzel, Ph.D. • Hope University Professor Liaison – TBD • Hope International University Dean of Education – Joyce Yang, Ph.D.
Financial Model: Developing a financial	VMCS

<p>model for a Teacher Residency Program involves creating a structured plan that outlines the program's expected costs, funding sources, and financial sustainability. While VMCS will be the recipient of the Teacher Residency Capacity Grant, the development of a financial model will occur with input from Icon School Management (financial consultant for VMCS), Biola University, and Hope International University. Expenses under consideration include salaries, stipends, professional development, materials, administrative oversight, etc.</p>	<ul style="list-style-type: none"> • Assistant Director – Chammarra Nguyen • Founding/Executive Director – Debra J. Schroeder, Ed.D. • Icon School Management – Roy Kim <p>Biola University/Hope International University</p> <ul style="list-style-type: none"> • Biola University Dean of Education – June Hetzel, Ph.D. • Hope International University Dean of Education – Joyce Yang, Ph.D.
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Recruitment of Mentor Teachers

The success of the Teacher Residency Program is highly contingent upon the recruitment of effective Mentor Teachers. At VMCS, seven out of eight classroom teachers currently meet the criteria of experienced Mentor Teachers based upon the established criteria as outlined by the grant. At a minimum, these seven teachers are ideal candidates for the Teacher Residency Program. Additionally, our TOSA for Curriculum and Development, TOSA for Project-Based Learning, and two TOSAs for Tier 3 Intervention also meet the criteria, although their roles in the Teacher Residency Program are yet to be defined.

- Has at least three years of teaching experience.
- Holds the appropriate credential for the field in which s/he is teaching and training the Resident Teacher (e.g., if the Mentor Teacher is training a Resident Teacher for a Multiple Subject Credential, then the Mentor Teacher will hold a Multiple Subject Credential).
- Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.

Since its inception, VMCS has provided support to field work students and student teachers, primarily from Biola University and Chapman University. Our classroom teachers are highly supportive of individuals entering the teaching profession and are enthusiastically willing to share their classrooms, resources, time, and expertise. Past involvement as Mentor Teachers has occurred with nominal stipends and other forms of incentives. The willingness to serve as Mentor Teachers for a Teacher Residency Program is especially strong since the cohorts of Resident Teachers will draw heavily from our current classified instructional staff (i.e., instructional assistants) and the Anaheim community. As a school community, we are excited about the opportunity to

have individuals we know and care about benefit from re-entry into a university program that will result in the acquisition of a credential and enhanced career opportunities.

In the past, there has been some loss of VMCS teaching staff. It is expensive to live in Anaheim and the surrounding area, and some staff members have sought employment in areas outside of Southern California, including other states, where the cost of living is less. With a Teacher Residency Program in place, we believe it will be easier to retain teachers, as well as recruit more experienced teachers if we have a vacant position, including alumni from Biola University and Hope International University. Factors associated with the implementation of a Teacher Residency Program that will contribute to the retention of current teachers and the hiring of experienced teachers include:

- Meaningful opportunities to “give back” to the profession by providing support to a Resident Teacher and observing his/her growth and success
- Additional support in the classroom from a Resident Teacher who is eager for the experience and motivated to contribute to the scholars’ social-emotional and academic growth
- Professional development opportunities to continue to grow as a Mentor Teacher by staying current with educational trends, research, and best practices
- Release time to participate in professional development and various forms of networking with other mentors, administrators, and professionals in the field
- Stipends for fulfilling responsibilities as a Mentor Teacher

Effective Match between Resident Teacher and Mentor Teacher

In some cases at VMCS, Resident Teachers may be assigned to Mentor Teachers with whom they are currently working as instructional assistants. These relationships are tried and true, and both parties will be highly motivated to work together for successful learning experiences for the scholars, as well as work together for a credential in hand for the Resident Teacher at the conclusion of the year.

In other cases where Resident Teachers are new to our school, there will be an interview process in which Resident Teachers are asked to share what their hopes and aspirations are for their Teacher Residency experience at VMCS, as well as their personal strengths and areas of challenge. Mentor Teachers will be present at the interview, and a “matchmaking” process will be conducted to ensure strong, positive, and productive mentor/mentee relationships.

There are no anticipated barriers to assuring that Resident Teachers will have opportunities to work with scholars in an experienced Mentor Teacher’s classroom.

Cohort Model of Support

In the envisioned VMCS Teacher Residency Program, there will be two cohorts – a cohort of Mentor Teachers and a cohort of Resident Teachers. Each cohort will develop a sense of community and collaboration since they will share a similar lived experience. There will also be times when the cohorts will meet together to discuss the strengths and challenges of the Teacher Residency Program and any needed refinements. It will be evident that while Mentor Teachers teach Resident Teachers, the Resident Teachers also have much to offer the Mentor Teachers.

The cohort of Mentor Teachers will meet regularly with each other, as well as with the Teacher Residency Coordinator, the Biola and Hope International University Liaisons, and site administrators. They will participate together in various forms of in-person and virtual professional development, collaborate together on how to effectively work with their Resident Teachers, and discuss challenges and solutions.

The cohort of Resident Teachers will provide intellectual and social-emotional support to each other as they navigate their year-long academic journey to obtain the Education Specialist Instruction Credential and/or Multiple Subject Teacher Credential. This will include working together to create lesson plans, discuss teaching strategies, develop classroom management approaches, and identify and solve problems. Each member of the Resident Teacher cohort will benefit from the diversity of perspectives and the social-emotional support from peers. The shared professional development experiences will also be discussed within the group to ensure a transition from the theoretical to the practical. This cohort model will engender a sense of belonging, which will result in greater retention of Resident Teachers.

Modification of Teacher Preparation Programs of Partnering IHEs

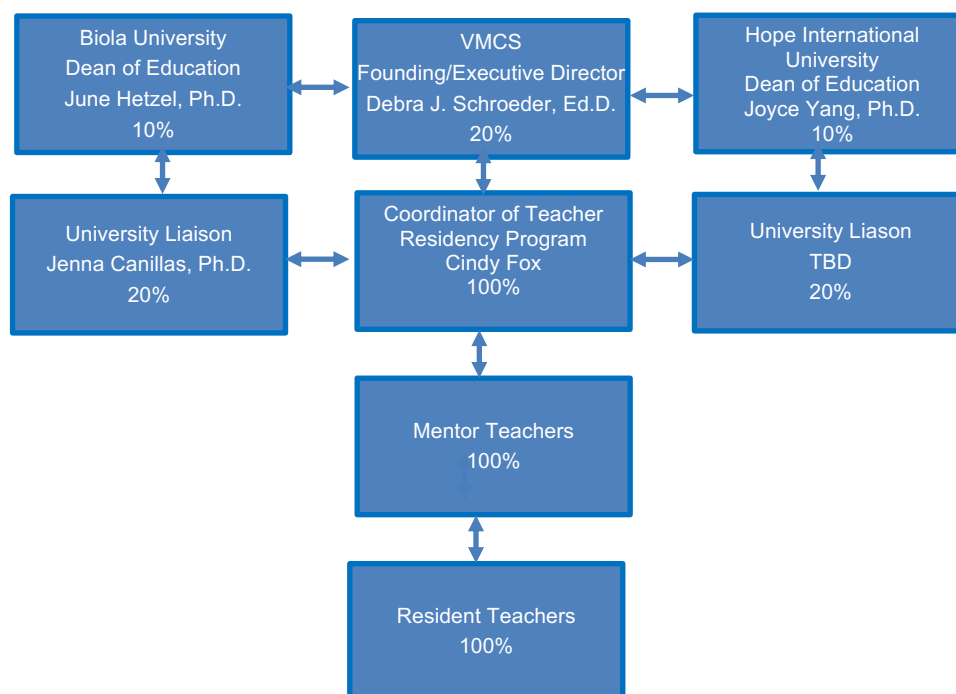
This is an area for which the Teacher Residency Capacity Grant will be especially beneficial since it is obvious that there will be a need to modify the teacher preparation programs of the past. The discussion and implementation of these modifications will require intense reflection, honest assessment, and expedient implementation. After all, having a Resident Teacher with a Bachelor of Arts or Bachelor of Science complete a credentialing program in a year, including what is traditionally identified as student teaching, is very aggressive and demanding of the partnering entities, as well as the Resident Teachers and Mentor Teachers. At this point, it is beneficial to commence with a series of reflective questions regarding modifications to the teacher preparation program, which will be answered during partnering sessions with VMCS, Biola University, and Hope International University. This represents an initial list of possible questions:

- What is the most effective means of helping Resident Teachers develop effective classroom management practices and scholar engagement strategies?
- What are research-based and effective pedagogical practices in the areas of

English-language arts, mathematics, science, history/social science, etc. that can be focused upon in an integrated approach in lieu of traditional methods courses? This includes the Technology-Infused Instruction (TIE) and Project-Based Learning (PBL).

- How can Resident Teachers learn how to differentiate, individualize, and personalize learning experiences for scholars to match their learning styles and academic needs, including subgroups such as English Learners, Special Education scholars, and GATE scholars?
- How can Resident Teachers learn how to use both formative and assessment data to guide their instruction?
- How can Resident Teachers be equipped to foster the social and emotional well-being of their scholars, including trauma-informed practices?
- How can the Resident Teachers' cultural competency be increased?
- What is the best balance of in-person and virtual professional development for Resident Teachers, as well as Mentor Teachers?
- How can VMCS, Biola University, and Hope International University ensure that the Teacher Residency Program is both meaningful and achievable for the Resident Teacher and Mentor Teacher to avoid attrition?

Component 4: Key Program Personnel and Shared Program Governance Chart/Graphic



Overall Management of and Shared Responsibility for Teacher Residency Capacity Grant

As depicted in the organizational chart, VMCS, Biola University, and Hope International University will designate key leaders with decision-making authority as the co-leaders of the Teacher Residency Capacity Grant. They will have shared responsibility for the Teacher Residency Program development, as well as the eventual implementation. While the time devoted to this planning phase will be greater for the Founding/Executive Director of VMCS, she will have the ability to access the internal resources of the school, as well as resources available from Biola University and Hope International University.

VMCS will reallocate a current full-time staff member to the role of Coordinator of the Teacher Residency Capacity Grant. After the development of the Teacher Residency Program, Cindy Fox will also take the lead in implementing the plan. Because Ms. Fox has a proven track record of being a highly effective classroom teacher and is currently a Teacher on Special Assignment (TOSA) for Curriculum and Development, as well as a Mentor Teacher for the Orange County Teacher Induction Program, she has a strong background in classroom management, curriculum, pedagogy, and mentoring. She will be matched with liaisons from the two universities to determine how the current teacher preparation program will be modified to accommodate the Teacher Residency Program,

as well as plan for professional development in areas such as mentoring models, classroom management strategies, integrated curriculum, effective pedagogy for all scholars, etc.

The Mentor Teachers will be directly supported by the Coordinator of the Teacher Residency Program, and the Resident Teachers will be directly supported by the Mentor Teachers. Naomi Perez, a current Grade 3 teacher at VMCS, will serve as the Mentor Teacher Representative and Elizabeth Aldaña, a current instructional assistant, will serve as the Resident Teacher Representative during the planning stages of the grant,

While the Organizational Chart will support the effective and efficient planning of the Teacher Residency Program, there will be a nonhierarchical approach where communication cross-over will be the expectation to support collaboration and divergent thinking.

Fiscal Management of Teacher Residency Capacity Grant

The grant funds will be allocated to VMCS, and their use will be carefully monitored by the Founding/Executive Director and Icon School Management. As is the norm for a stand-alone charter school that is both a district and a school, additional support in monitoring all income, expenditures, and programs is provided by contracted provider. Roy Kim is the primary liaison between VMCS and Icon School Management. He will be informed of the intended expenditures associated with the Teacher Residency Capacity Grant, and he will help in the development of reports to the VMCS Board, which meets on monthly basis.

Other Key Staff Members' Involvement

In a small school environment, there is a climate of collaboration in which we are all informed of and involved in key programs. For the Teacher Residency Capacity Grant, key staff members who will have a role in the development of our program include the following individuals:

- **Chammarra Nguyen – Assistant Director:** Ms. Nguyen will serve as a strong secondary support of the efforts of the Founding/Executive Director in the planning of the Teacher Residency Capacity Grant. She will be informed of the operational aspects of the program through participation in key planning sessions and debriefings by Dr. Schroeder. Ms. Nguyen also takes the lead in VMCS's Special Education Program, so her involvement will be critical in defining the teacher preparation program for the SPED Education Specialist position.
- **Logan Matsunaga -- Current SPED Education Specialist:** After an additional year of experience, Mr. Matsunaga will serve as a Mentor Teacher for a Resident Teacher interested in working with Special Education scholars. His experience in obtaining a dual credential (i.e., Education Specialist Instruction Credential and Multiple Subject Credential) will be invaluable in a discussion about modifications to

current teacher preparation programs.

- **Current Classroom Teachers --** Because our highly experienced and effective classroom teachers may have an opportunity to serve as Mentor Teachers, their involvement in the planning of the Teacher Residency Program will be important. In particular, they will be asked to provide input in the various forms of support and professional development they would need as Mentor Teachers, and what incentives would make participation in the program desirable.
- **Current Instructional Assistants with a Bachelor of Arts or Bachelor of Science --** The involvement of Resident Teacher candidates from VMCS will provide guidance as to what is realistic in terms of time commitments and what is needed in terms of financial support.
- **Staff Members as Assigned by Biola University and Hope International University --** The Deans of Education, as well as the university liaisons, will also determine which staff members at the university level would be helpful in the planning stages of the Teacher Residency Program.

Broad Constituent Involvement During Capacity Building


Broad constituent involvement during the planning phase of capacity building for the Teacher Residency Program is paramount for its success and sustainability. As represented by the organizational chart and accompanying narrative, as well as the identification of other key members in the planning process, VMCS, Biola University, and Hope International University are cognizant of the need to involve a diverse range of stakeholders. Stakeholders include administrators, school coordinators, university liaisons, Mentor Teacher candidates, Resident Teacher candidates, parents involved in the School Site Council, and other community members. Engaging stakeholders in the planning process enhances the program's responsiveness to the dynamic challenges within the educational landscape, promoting inclusivity and cultural relevance. This is especially significant since VMCS has the goal of diversifying the teacher workforce. Ultimately, broad constituent involvement not only strengthens the foundation of the Teacher Residency Program, but also cultivates a collaborative and supportive environment essential for the long-term success of capacity-building initiatives.

APPENDIX E: TEACHER RESIDENCY CAPACITY GRANT PARTNERSHIP AGREEMENTS

Administrative Approval from the Superintendent of the Applicant Local Education Agency (LEA) and the Authorized Administrator of the Applicant IHE Partner:

By signing below, I affirm that:

1. I have thoroughly read all portions of this application.
2. All statements and data contained in this application are accurate.
3. If awarded a Teacher Residency Capacity Grant, the LEA agrees to participation in the capacity building activities described as well as the timelines and budgets included in the responses to criterion 1-7 in Section II of this application.

Name:	Debra J. Schroeder, Ed.D.
Title:	Founding/Executive Director
Email Address:	dschroeder@vibrantminds.us
Signature ¹ :	
Date:	1/1/2024

Administrative Approval from an Authorized Administrator of the Applicant's IHE Partner(s)

By signing below, I affirm that:

1. I have thoroughly read all portions of this application.
2. All statements and data contained in this application are accurate.
3. If awarded a Teacher Residency Capacity Grant, the IHE agrees to participation in the capacity building activities described as well as the timelines and budgets included in the responses to criterion 1-7 in Section II of this application.

Name:	June Hetzel, Ph.D.
Title:	Dean and Professor/School of Education/Biola University
Signature ¹ :	
Date:	1/1/2024

Administrative Approval from an Authorized Administrator of the Applicant's IHE Partner(s)

By signing below, I affirm that: 1. I have thoroughly read all portions of this application. 2. All statements and data contained in this application are accurate. 3. If awarded a Teacher Residency Capacity Grant, the IHE agrees to participation in the capacity building activities described as well as the timelines and budgets included in the responses to criterion 1-7 in Section II of this application.	
Name:	Joyce Yang, Ph.D.
Title:	Dean of Education/Hope International University
Signature ¹ :	
Date:	1/1/2024

Component 5: Assurances and Timeline Table

Vibrant Minds Charter School, Biola University, and Hope International University express our commitment and assurance that, if funded for the Teacher Residency Capacity Grant, we will diligently respond to the Commission's requirements regarding the collection and submission of data as outlined in the grant guidelines.

We understand that the data requests encompass various elements, including but not limited to credential areas explored, successes, challenges, lessons learned, and the serious intention to apply for a Teacher Residency Implementation and Expansion Grant in the near future. Recognizing the importance of these data points in evaluating the impact and effectiveness of the Teacher Residency Capacity Grant Program, we pledge to adhere to the following commitments:

- **Timely and Comprehensive Data Submission** – We commit to providing accurate, comprehensive, and timely data in accordance with the Commission's specified timelines and reporting formats.
- **Credential Areas Explored** – We will document and report on the diverse credential areas explored during the implementation of the Teacher Residency Capacity Grant, providing insights into the range of specialties and disciplines covered.
- **Successes** – Our data submissions will highlight the successes achieved through the Teacher Residency Capacity Grant Program, showcasing positive outcomes, milestones, and achievements in improving teacher preparation programs and residency experiences.
- **Challenges** – We will transparently report on challenges encountered during the implementation of the program, offering insights into the obstacles faced and the strategies employed to address them.

- **Lessons Learned** – Sharing lessons learned with others if the field of education is integral to continuous improvement. We commit to sharing valuable insights gained through our experiences with the Teacher Residency Capacity Grant Program to contribute to the overall enhancement of teacher preparation initiatives, including recruitment and retention.
- **Intent to Apply for Teacher Residency Implementation and Expansion Grant** – We are serious in our intent to develop and implement a Teacher Residency Program at VMCS with the support of Biola University and Hope International University. Upon receiving news about our application for the Teacher Residency Capacity Grant, we will intensely collaborate in the spring and throughout the summer we can launch the program for the 2024-2025 school year. With this in mind, we intend to meet the Commission's March 8, 2024, Request for Application due date for the second grant so we can launch the VMCS Teacher Residency Program during the 2024-2025 school year.

The table below demonstrates our aggressive, but achievable, timeline for the use of the Teacher Residency Capacity Grant, as well as the hopeful implementation of Teacher Residency Implementation and Expansion Grant.

Activity	Expected Timeline
Completion and submission of the Teacher Residency Capacity Grant Request for Application	February 16, 2024 (submission prior to this due date)
Concurrent development of the Teacher Residency Implementation and Expansion Grant for submission by the Commission's due date	March 8, 2024 (submission prior to this due date)
Announcement of Teacher Residency Capacity Grant Awards	March 18, 2024
Intense, but achievable, initial planning and capacity building with the Teacher Residency Capacity Grant funds in collaboration with VMCS, Biola University, and Hope International University	March 19-July 31, 2024
Recruitment and training of initial cohort of Mentor Teachers	March 19-July 31, 2024
Announcement of Teacher Residency Implementation and Expansion Grant	April 1, 2024

Awards	
Intense, but achievable implementation of the Teacher Residency Implementation and Expansion Grant Awards	April 2, 2024-June 30, 2026
Recruitment of initial cohort of Resident Teachers, with the understanding that receipt of the Teacher Residency Implementation and Expansion Grant is pending and may impact implementation	March 19-April 30, 2024
Enrollment of initial cohort of Resident Teachers in Biola University's or Hope International University's Teacher Preparation Program, with the understanding that Teacher Residency Implementation and Expansion Grant is pending and may impact implementation	March 19-April 30, 2024
Launching year for first cohort of Resident Teachers	Report date of May 6, 2024, for University's first day of Online Summer School and in preparation for 2024-2025 school year
First day of placement with Mentor Teachers and scholars (i.e., first day school for 2024-2025 school year)	May 6, 2024, for initial hours and August 8, 2024, when VMCS 2024-2025 school year begins
Ongoing capacity-building for the Teacher Residency Program until the sunseting of the funds	March 9, 2024-June 30, 2026

Appendix F: Teacher Residency Capacity Grant Statutory Priority Points

Authorizing statute states that priority consideration will be given to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of unduplicated pupils, as defined in Section 42238.02, and have one or more schools that exhibit one or both of the characteristics listed below.

Directions: Indicate if the applicant LEA or consortium qualifies for any of the following statutory priority points:

1. Applicant LEA or consortium has a commitment to increasing diversity in the teaching

workforce.

Yes

If “Yes,” provide a link to published statements or policies reflecting the commitment to diversity and/or for addressing demographic gaps between students and teachers.

The following language is found in the Personnel Policies Handbook for Vibrant Minds Charter School, 2023-2024:

"The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunities to all qualified individuals without regard to race, religious creed, color, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability, genetic information, gender, gender identity and expression, gender-related appearance and behavior, marital status, citizenship status, medical condition, military and veteran status, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation, and benefits of existing employees. Furthermore, the School prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on race, color, religion, sex, gender, ethnic group identification, age, national origin, ancestry, genetic characteristics, mental or physical disability, marital status, sexual orientation, or other category protected by law. When recruiting for all positions, but especially positions requiring certification (e.g., teachers, counselors, administrators), there is an intent to hire highly skilled staff members who are reflective of the demographics of the scholars in terms of ethnicity, race, and language in order to address demographic gaps between scholars and educators" (pp. 2-3).

[Link to Staff Handbook](#)

- 2. Applicant LEA or consortium has one or more schools where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals.**

Yes

If “Yes,” provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).

At Vibrant Minds Charter School, 73.4% of the scholars qualify for the Free/Reduced Meal Program.

Vibrant Minds Charter School; 412 W. Carl Karcher Way, Anaheim, CA
92801; 30- 66423-0131417

3. **Applicant LEA or consortium has a school that is located in either a rural location or a densely populated region.**

Yes

If “Yes,” provide the name(s), location(s), and CD/CDS code(s) of the qualifying school(s).
Vibrant Minds Charter School is considered to be in a densely populated urban area in Central Anaheim, California.

Vibrant Minds Charter School; 412 W. Carl Karcher Way, Anaheim, CA
92801; 30- 66423-0131417

4. **Applicant LEA or consortium has a higher percentage than other applicants of unduplicated pupils as defined in Section 42238.02.**

Indicate the percentage of unduplicated pupils in the applicant LEA or consortium. If multiple schools/districts are involved, then provide the average unduplicated count.

The percentage of unduplicated scholars attending Vibrant Minds Charter School is 79.8%.

COMPONENT 6: BUDGETS, INCLUDING MATCHING FUNDS

Appendix G below is the initial plan for the use of the Teacher Residency Capacity Grant funds if awarded to VMCS for our collaboration with Biola University and Hope International University. While the dedicated amounts in each category are estimates of the actual costs, the preliminary budget is based on the conscientious analysis of a needs assessment related to the development of a VMCS Teacher Residency Program, the preparation of a cohort of Mentor Teachers with the support of a Coordinator of the Teacher Residency Program, and the recruitment and retention of Resident Teachers in specialized areas (i.e., Special Education and Transitional Kindergarten/Kindergarten), as well as the recruitment and retention of diverse teachers to better match the demographics of our scholars. The prevailing costs of the various capacity-building activities were used to construct this budget summary.

APPENDIX G: TEACHER RESIDENCY CAPACITY GRANT BUDGET SUMMARY

Directions: For each Teacher Residency Capacity Grant component/activity listed in the narrative descriptions of this application, please indicate the amount needed to fund the component/activity and whether the component/activity will be funded through grant funds

and/or local matching funds, as applicable to each. If additional categories are necessary, list these in spaces provided below. All planned expenditures must be detailed in the Budget Narrative.

Reminders and Definitions:

1. The budget submitted on this form is the budget for the life of the grant period up to \$250,000.
2. Authorizing legislation requires an 80% LEA match to grant funds (\$0.80 district funds per every one grant dollar).
3. Once an application has been approved and a grant award has been disbursed, an LEA may not alter the list of approved grant-funded categories.
4. **Actual Matching Funds** are payments (stipends, release time) or reimbursements made directly from the LEA's accounts.
5. **In-Kind Matching Funds** are costs or portions of costs of services, materials, labor (personnel), equipment, etc. that are provided instead of cash disbursements to a recipient or program.

Program Component	Grant Funds Amount	Actual Matching Funds Amount	In-Kind Matching Funds Amount
1. LEA Personnel (Salaries)	\$100,000.00	\$80,000.00	\$0.00
2. LEA Personnel (Stipends)	\$10,000.00	\$8,000.00	\$0.00
3. LEA Personnel (Release time)	\$0.00	\$0.00	\$0.00
4. IHE Personnel (Salaries)	\$68,000.00	\$0.00	\$54,400.00
5. IHE Personnel (Stipends)	\$0.00	\$0.00	\$0.00
6. IHE Personnel (Release time)	\$0.00	\$0.00	\$0.00
7. Mentor Teacher Professional Development/Training	\$20,000.00	\$16,000.00	\$0.00
8. Mentor Teacher Stipends	\$32,000.00	\$25,600.00	\$0.00

9. Mentor Teacher Release Time	\$0.00	\$0.00	\$0.00
10. Travel for LEA Personnel	\$0.00	\$0.00	\$0.00
11. Travel for IHE Personnel	\$0.00	\$0.00	\$0.00
12. Consultants/Technical Support Provider	\$20,000.00	\$0.00	\$0.00
13. Program Administration	\$0.00	\$0.00	\$16,000.00
14. Other (describe below)	\$0.00	\$0.00	\$0.00
GRAND TOTALS	\$250,000.00	\$129,600.00	\$70,400.00

Budget Narrative Responses

For each budget category with requested grant and matching funds indicated above, please provide a description of each program component, including cost breakdown (i.e., how the funding amounts were calculated). For example, if \$40,000 is requested for Mentor Teacher Stipends, provide a justification for why that amount is appropriate. A grantee could write, "Ten mentors will be selected to support our ten residents and will be paid a stipend of \$4,000 each."

If funds are not being requested in a budget category, please put n/a. In each text box below, clearly indicate if the narrative is for a proposed grant funds expenditure or a matching funds allocation.

1. LEA Personnel (Salaries)

A Teacher on Special Assignment (TOSA) for the Teacher Residency Program will be assigned to develop a sustainable Teacher Residency Program in partnership with Biola University and Hope International University. The cost of the TOSA's salary over two years will be approximately \$180,000 (i.e., \$90,000 per year). To meet the matching requirement, the funding for this position will be split between the Teacher Residency Capacity Grant at \$100,000 and Vibrant Minds Charter School's (VMCS's) General Funds at \$80,000.

2. LEA Personnel (Stipends)

It is anticipated that the TOSA for the Teacher Residency Program will need to work an additional 10 days per school year (2024-2025 and 2025-2026), for a total of 20 days over the two years. At a per diem rate of \$500, this will equate to a total cost of \$18,000, which will be split between the Teacher Residency Capacity Grant at

\$10,000 and VMCS's General Funds at \$8,000.

3. LEA Personnel (Release Time)

No anticipated cost.

4. IHE Personnel (Salaries)

A portion of the salary of the Biola University liaison and Hope International University liaison assigned to VMCS will be paid through the Teacher Residency Capacity Grant for a total \$122,400 over two years. To meet the matching requirement, the funding for this position will be split between the Teacher Residency Capacity Grant at \$68,000 and Biola University and International Hope University at \$27,200 each.

5. IHE Personnel (Stipends)

No anticipated cost.

6. IHE Personnel (Release Time)

No anticipated cost.

7. Mentor Teacher and University Liaison Professional Development/Training

The 9 Mentor Teachers, Teacher Residency Program Coordinator, and two university liaisons will receive specialized training in the Science of Reading through coursework similar to Pathways to Proficient Reading and Pathways to Proficient Writing provided by the AIM Institute for Learning & Research. It is estimated that this professional development will cost approximately \$36,000, with \$20,000 paid through the Teacher Residency Capacity Grant and \$16,000 paid through General Funds and/or Title II.

8. Mentor Teacher Stipends

The 9 Mentor Teachers and 1 Teacher Residency Program Coordinator will be paid a stipend for their participation in the required professional development, which will involve approximately 72 hours per year for a total of 144 hours. At \$40.00 per hour, this will equate to \$5,760 X 10 or \$57,600, with \$32,000 funded by the Teacher Residency Capacity Grant and \$25,600 from VMCS's Teacher Effectiveness Funds.

9. Mentor Teacher Release Time

No anticipated cost.

10. Travel for LEA Personnel

No anticipated cost.

11. Travel for IHE Personnel

No anticipated cost.

12. Consultants/Technical Support Provider


While technical assistance is provided by the Santa Clara County Office of Education, it is unclear if there will be a cost associated with this service. Additionally, there has not been an announcement by the Santa Clara County Office of Education of an Orange County technical assistant hub yet. There may also be a need to acquire the support of a consultant in the planning for capacity building for the VMCS Teacher Residency Program. A modest \$10,000 is being held in reserve in case this is an area of need.

13. Program Administration

This is a modest estimation of the support that will be needed from administration. Combined, the Founding/Executive Director and Assistant Director receive \$150,000 per school year. The allocated in-kind match of \$16,000 would equate to 10.7% of their salaries per school year, which does not include the clerical aspects of the Teacher Residency Program oversight by the office support staff and Icon School Management.

14. Other

No anticipated costs.



VIBRANT MINDS CHARTER SCHOOL
TK-6 Grade, Free, Public Education
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Anaheim, California 92801
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FAX: 714-563-2401

<https://www.vibrantminds.us/>
<https://www.facebook.com/VMCharterSchool/>

CERTIFICATION OF USE OF PROPOSITION 28 ARTS AND MUSIC IN SCHOOLS FUNDS

As a condition of the receipt of Proposition 28 Arts and Music in Schools (AMS) funds in the amount of approximately \$39,178.00 for the 2023-2024 school year, Vibrant Minds Charter School (VMCS) shall annually:

- Certify that all AMS funds will be used to provide arts education programs and that AMS funds expended in the prior fiscal year were, in fact, used for those purposes.
- For LEAs with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80 percent of AMS funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction and that the remaining funds will be used for training, supplies and materials, and arts educational partnership programs—unless a waiver has been granted. This requirement does not pertain to Vibrant Minds Charter School this time due to an enrollment of less than 500.
- Certify that AMS funds received will be used to supplement funding for arts education programs and that AMS funds expended in the prior fiscal year were, in fact, used to supplement arts education programs.
- Certify that no more than 1 percent of AMS funds received will be used for VMCS's administrative expenses to implement this program and that AMS funds received in the prior fiscal year were, in fact, used within that limit.
- Submit an annual board-approved report in a manner determined by the Executive Director, that shall be posted on VMCS's and the CDE's internet websites and that details the type of arts education programs funded by the program, the number of full-time equivalent teachers, classified personnel, and instructional assistants and the number of scholars served.

Printed Name of Board Secretary	Signature of Board Secretary	Date
Printed Name of Executive Director	Signature of Executive Director	Date



VIBRANT MINDS CHARTER SCHOOL

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BUDGET FOR 2023-2024 PROPOSITION 28 ARTS AND MUSIC IN SCHOOL FUNDING

The Proposition 28 Arts and Music in School Funds will be allocated on a yearly basis. For the 2023-2024 school year, the funds will be approximately \$39,178.00. The intention is to expend each year's funds during the school year in which they are received. Because they are being received late in the school year, there will be a greater emphasis on the purchase of quality instruments and other materials to support the teaching of the arts than will be typical in subsequent school years.

Item or Services to Be Purchased	Approximate Cost
Quality musical instruments for more advanced scholars in the instrumental music program and repair/maintenance of current instruments	\$10,000.00
Scholarships for private and small group VAPA lessons	\$10,000.00
VAPA Program during the Summer Academy at the end of 2023-2024 school year	\$8,178.00
Admittance fees for visual and performance arts venues	\$5,000.00
Transportation cost for VAPA field trips	\$3,000.00
Portable sound systems (2) to support school-based performances	\$3,000.00
Total	\$39,178.00

Vibrant Minds 2024/2025 School Calendar

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	B	24
25	26	27	28	29	30	31

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	PD	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1*	2
3	4	5	6	C	C	9
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17	18	19	20	21	22	23
24	25	26	27	H	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
22	23	24	H	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			H	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28*	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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16	17	18	19	20	PD	22
23	24	25	26	27	28	29
30	31					



April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
H	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	H	27	28	29	O	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6*	7
8	9	10	11	12	13	14
15	16	17	18	H	20	21
22	23	24	25	26	27	28
29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	H	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Calendar Details

-  Scholars in School
-  Scholars Not in School
- 1st Day of School on 8/8/2024
- Last Day of School on 6/6/2025
- Back-to-School Night (B) on 8/23/2024

- Open House (O) on 5/30/2025
- End of Trimester (*) with 60 Days Each
- 180 Instructional Days Total
- Parent/Teacher Conferences at End of 1st and 2nd Trimesters (4 Days Total)