



Wednesday, March 13, 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 Mar 13, 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 Mar 13, 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 Mar 13, 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 Mar 13, 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:		
Roll Call	Aye	Nay

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

Subject	1.5 Public Comment
Meeting	Mar 13, 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	Mar 13, 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	Mar 13, 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	Mar 13, 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 February 21, 2024, Board Meeting Minutes
Meeting	Mar 13, 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:		

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 Mar 13, 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.

The date of the Anaheim Planning Commission Meeting is Monday, March 25, 2024, at 5:00 p.m. The meeting will be held at City Hall in the Council Chamber at 200 S. Anaheim Blvd., Anaheim 92805. We should be first on the agenda.

Subject 4.2 California Community Schools Partnership Program (CCSPP) Planning Grant Update
Meeting Mar 13, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category 4. EXECUTIVE DIRECTOR REPORT -- DEBRA J. SCHROEDER
Access Public
Type Information

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 Implementation and Expansion Grant
Meeting Mar 13, 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, the application for the Teacher Residency Implementation and Expansion Grant was submitted prior to the due date of March 8, 2024, at 5:00 p.m. If we receive the grant, this will result in \$40,000 per Resident Teacher. The final version of the grant is provided as part of the Board Packet.

Subject 4.4 Major Upcoming Events -- Drawing on 3/26/24, Class Act Family Night on 3/27/24, and Project-Based Learning Showcase on 3/28/24
Meeting Mar 13, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category 4. EXECUTIVE DIRECTOR REPORT -- DEBRA J. SCHROEDER
Access Public
Type Information

5. ASSISTANT DIRECTOR REPORT -- CHAMMARRA NGUYEN

Subject 5.1 Enrollment for 2023-2024
Meeting Mar 13, 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 Mar 13, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
Category 5. ASSISTANT DIRECTOR REPORT -- CHAMMARRA NGUYEN
Access Public
Type Information

Subject 5.3 Interest Forms for 3/26/24 Enrollment Drawing
Meeting Mar 13, 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 January Financials**
 Meeting Mar 13, 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 January 2024, and will be presented by Roy Kim of Icon School Management. A PowerPoint Presentation will be attached when it is available.

Subject **6.2 2nd Interim Budget**
 Meeting Mar 13, 2024 - VMCS REGULAR BOARD MEETING AGENDA AT 5:30 P.M.
 Category 6. ICON SCHOOL MANAGEMENT REPORT -- ROY KIM
 Access Public
 Type Information

This is a mandatory budget report that will be submitted to the Anaheim Elementary School District and the Orange County Department of Education.

Subject **6.3 Budget Updates**
 Meeting Mar 13, 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 Approval of the 2nd Interim Budget**
 Meeting Mar 13, 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 2nd Interim Budget.
 RATIONALE: After its approval, the 2nd Interim Budget Report will be submitted to the Anaheim Elementary School District and the Orange County Department of Education.

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 Mar 13, 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, April 17, 2024, at 5:30 p.m. This meeting will be in-person.**
 Meeting Mar 13, 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 Mar 13, 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 Mar 13, 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, February 21, 2024**

1. CLOSED GENERAL SESSION

Procedural: 1.1 Call to Order 5:33 p.m.

Procedural: 1.2 Establishment of Quorum for Closed Session

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

Action: 1.3 Approval of the Agenda (Closed Session)

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	Absent	
Nelson	X	
Rhee	Late	
Item Passes – Vote: 3/3		
Item Does Not Pass – Vote:		

Procedural: 1.4 Public Comment -- Closed Session Agenda Item(s)

No Comments

Information: 1.5 Claim No.: 591177

The VMCS Board convened in Closed Session pursuant to Government Code section 54956.9(d)(1) to discuss the following legal matter:

Claim No.: 591177

Claimants: M.W. and J.B.

Orange County Superior Court, Case No. 30-2020-01152435-CU-PO-CJC

Legal Authority: The closed session is authorized by Government Code section 54956.9(1), which permits closed sessions to discuss existing litigation.

Information regarding this litigation was shared with the Board, as well as the request for legal support.

2. OPEN GENERAL SESSION

Procedural: 2.1 Call to Order 6:00 p.m.

Procedural: 2.2 Establishment of Quorum

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

Procedural: 2.3 Pledge of Allegiance

Action: 2.4 Approval of the Agenda (Open Session)

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

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

Information: 2.5 Report on Closed Agenda

No action was taken during the Closed Session. There is a related Action Item that will be voted upon at the end of the Open Session.

Procedural: 2.6 Public Comment

No Comments

3. PARENT REPORTS

Information, Reports: 3.1 School Site Council (SSC) Report by Parent Representative

Erica Frutys presented for the SSC. She shared what was discussed at the February 1, 2024, SSC Meeting. She reported that the ELAC Meetings continue to have minimal participation. Ways to increase participation continue to be explored. Surveys that are being considered as part of the LCAP development were shared. These are for scholars in Grades 3-6, staff, and parents. Also, the scheduled parent classes were shared, including Parenting Classes, Small Business Classes, and CPR.

Information, Reports: 3.2 English Learner Advisory Committee (ELAC) Report by Parent Representative

Chammarra Nguyen presented for ELAC. For today's ELAC Meeting, there were no attendees. There may be a need to reconsider Zoom Sessions or other options.

Information, Reports: 3.3 Family and Staff Team (F.A.S.T.) Report by Parent Representative

Yvette LaValle presented for F.A.S.T. She shared the following:

- The Labrador Gala will occur on March 8, 2024, at the new site. Scholars are practicing their dancing skills with the Electric Slide and the Waltz. Alumni may attend the Gala for free. However, non-school aged children should not attend so the focus can be on our scholars.
- Field trips continue to be great experiences for our scholars, including Tucker Sanctuary for Kindergarten and San Juan Capistrano for Grade 4.
- CPR for parents is scheduled for March 18, 2024, and will be taught by one of our parents, who is also a firefighter.
- The UCI Lab will interview scholars regarding their social-emotional state. Parents had to give permission for them to participate.
- Read Across America will occur between February 29-March 6, 2024. There are many city leaders who are scheduled to attend and read to our scholars, including Mike Anderson.

4. CONSENT (ONE VOTE)

Action (Consent): 4.1 January 10, 2024, 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	Absent		
Nelson	X		
Rhee	X		
Item Passes Vote: 4/4			
Item Does Not Pass Vote:			

5. EXECUTIVE DIRECTOR REPORT -- DEBRA J. SCHROEDER

Information: 5.1 Progress Report on New Site and Planning Commission Hearing on March 25, 2024, at 5:00 p.m.

The Planning Commission Meeting is scheduled for March 25, 2024, at 5:00 p.m. We should be first on the agenda. There was a flood in the basement, which required plumbing repairs. This may have been related to homeless people who set up camp in a classroom. It appears as if the church's insurance will cover the repairs. Homeless people continue to be an ongoing issue in the area. There is a plan to increase the exterior lighting to discourage encampments.

Information: 5.2 California Community Schools Partnership Program (CCSPP) Planning Grant Update

Yvette LaValle provided the update. She shared some of the parent classes we are piloting, such as Jessica Escalante's Parenting Classes, Parent Coaching Sessions, CPR, and possibly CERT.

Information: 5.3 Teacher Residency Implementation and Expansion Grant

This is the companion grant to the Teacher Residency Capacity Grant, which has already been submitted. This will support people who have bachelors to receive their Multiple Subject Teaching Credential. Some of our instructional assistants and members of the school community may benefit from this opportunity. The draft of the grant application was provided. The final copy is due on Friday, March 8, 2024.

Information: 5.4 Surveys of Scholars, Parents, and Staff for LCAP Development

Samples of surveys that are being considered in the development of the LCAP were provided to the Board. There is a nominal fee to implement the surveys, which are highly recommended by the California Department of Education.

6. ASSISTANT DIRECTOR REPORT -- CHAMMARRA NGUYEN

Information: 6.1 Enrollment for 2023-2024

TK -- 16
 K -- 36
 1 -- 32
 2 -- 30
 3 -- 32
 4 -- 32
 5 -- 32
 6 -- 32
 Total -- 242

Information: 6.2 Waiting List and Interest Forms for 2024-2025

TK -- 29 & 17
 K -- 42 & 15
 1 -- 4 & 12
 2 -- 28 & 7
 3 -- 27 & 9
 4 -- 28 & 2
 5 -- 80 & 5
 6 -- 45 & 6
 Total -- 356

Information: 6.3 Difference between Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)

VMCS is designated as a TSI school. This is determined by the California Department of Education based upon the data represented by the Dashboard. This designation in our case was triggered by the attendance of our Special Education scholars. Due to the small group of SPED scholars we have, it created a statistical misrepresentation and the categorization of TSI. Typically, this status would result in support from the district to the school. But, we are our own district. It also does not result in additional funding. Attendance will continue to be a focus in the LCAP, including attendance of our SPED scholars.

7. ICON SCHOOL MANAGEMENT REPORT -- ROY KIM

Reports: 7.1 December Financials

Roy Kim presented the December financials using the PowerPoint presentation provided in the Board Packet. VMCS continues to be fiscally stable with a strong reserve that would support operational costs for more than a school year without receiving additional funds.

Information: 7.2 Budget Updates

While the Governor was hopeful that the California deficit was going to be less than reported, it is not expected to get better. There will be a May Revise leading to a June Budget. COLA may be .76%-1%, but may also be 0%. This has not happened since 1920. Deferrals may happen. There are a number of educators being laid off in districts due to declining enrollments and recent salary increases.

8. ACTION ITEMS

Action: 8.1 Allocation of Up to \$50,000 for Legal Support for Litigation Discussed in Closed Session

RECOMMENDATION: It is recommended that the VMCS Board of Directors approves the allocation of up to \$50,000 for legal support for litigation discussed in Closed Session.

RATIONALE: It is important to protect the school site, as well as its staff members, when there is no just cause for the allegations and the Liability Insurance Company falls short.

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

Action: 8.2 Approval of Submission of the Teacher Residency Implementation and Expansion Grant

RECOMMENDATION: It is recommended that the VMCS Board of Directors approves the submission of the Teacher Residency Implementation and Expansion Grant for the amount of \$40,000 per Resident Teacher, which involve a 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 Implementation and Expansion Grant 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: Rhee		Second: Anderson	
Roll Call	Aye	Nay	
Anderson	X		
Bonenberger	X		
Farukhi	Absent		
Nelson	X		
Rhee	X		
Item Passes Vote: 4/4			
Item Does Not Pass Vote:			

Action: 8.3 Approval of the Surveys for Scholars, Parents, and Staff in Preparation for LCAP

RECOMMENDATION: It is recommended that the VMCS Board of Directors approves the use of the California School Climate, Health, and Learning Surveys developed by WestEd and supported by the California Department of Education.

RATIONALE: Schools/districts are mandated to collect various forms of data in support of the development of the LCAP. The data from these surveys will then be tracked and analyzed each year.

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

9. BOARD COMMENTS

Procedural: 9.1 General Comments

No Comments.

Information: 9.2 Next Board Meeting: Wednesday, March 13, 2024, at 5:30 p.m. This meeting will be in-person.

10. BOARD ADJOURNMENT

Procedural: 10.1 Board Adjournment: 7:22 p.m.

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

CTC RESIDENCY IMPLEMENTATION AND EXPANSION GRANT

APPENDIX C: 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: Cindy Fox

Title: Coordinator of Teacher Residency Program

Telephone: 714-563-2390

Email Address: cfox@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

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COMPONENT 1: OVERVIEW OF THE TEACHER RESIDENCY PROGRAM PARTNERSHIP

Organization of Partnership and Delineation of Roles with Vibrant Minds Charter School (VMCS), Biola University (BU), and Hope International University (HIU)

Although VMCS has taken the lead in the development of the Teacher Residency Capacity Grant and the Teacher Residency Implementation and Expansion Grant, the writing of the grants has been a collaborative process with both BU and HIU. The two universities will partner with VMCS and each other in the implementation of the proposed Teacher Residency Program. The Teacher Residency Capacity Grant has been submitted and will permit us to solidify our organizational plans and build our capacity. Because time is of the essence and we are committed to establishing an exemplary Teacher Residency Program for full implementation in the 2024-2025 school year, together we have built a strong foundation with a clear organizational structure and role delineations prior to the receipt of any grant funding.

Debra J. Schroeder, Ed.D., is the Founding/Executive Director for VMCS. VMCS opened in the 2015-2016 school year and is an independent Grade TK through 6 charter school authorized by the Anaheim Elementary School District. We function both as a school and a district, and our school community (i.e., scholars, staff, parents, and board) are responsible for the co-creation of VMCS focused on effectively serving our diverse scholars academically and social-emotionally through our strength-based teaching/learning model.

June Hetzel, Ph.D., is the Dean of Education for BU. She has previously worked at school, district, and county offices in California's public schools. VMCS has partnered with BU on many levels. We offer support to their fieldwork students and student teachers. We partner on university projects and professional development provided by the university's staff. We have hired teachers who have received their teaching credentials through BU. We receive BU students as employees in the America Reads Program, which is federally funded. Debra Schroeder also voluntarily serves on BU's CTC Unit Advisory Board.

Joyce Lee Yang, Ed.D., is the University's Dean of Education for HIU. When Dr. Yang worked as the coordinator for the Orange County Department of Education Induction Program, she worked collaboratively with VMCS to help a classroom teacher clear her credential using an Early Completion Option. Her responsiveness to the complex situation guided us to seek HIU as a partner for our Teacher Residency Program.

Both BU and HIU have a productive history of working with each other (e.g., three common adjuncts and meetings every third Friday for collaboration), and this is a bond that will benefit VMCS as we seek to offer two university options to our Resident Teachers. While VMCS is the entity applying for the Teacher Residency Implementation and Expansion Grant, we are excited to closely collaborate with BU and HIU for the benefit of our Resident Teachers and Mentor Teachers, and eventually our scholars.

VMCS, BU, and HIU have designated key leaders with decision-making authority as the co-creators of the Teacher Residency Implementation and Expansion Grant. This involves Debra Schroeder, June Hetzel, and Joyce Yang. They have shared responsibility for the Teacher Residency Program development, refinement, and implementation. While the time devoted to this planning phase will be greater for the Founding/Executive Director of VMCS, she has accessed and will continue to access the internal resources of the school, as well as resources available from BU and HIU.

Factors Contributing to an Effective Partnership

Partnerships in which there is built-in reciprocity are beneficial and sustainable. VMCS will benefit from partnering with BU and HIU because of an increase in access to the graduates drawn to their reputable educator programs, as well as the expertise of their university faculty and staff. The universities will benefit from partnering with VMCS because of our willingness to host fieldwork candidates, student teachers, and now Resident Teachers. We also serve as a small lab for the universities to apply what is theorized, as well as conduct research in effective practices for a Teacher Residency Program.

Other factors that contribute to an effective partnership include the following, which are infused into our Teacher Residency Program:

- An MOU has been developed and signed by VMCS, BU, and HIU with an organizational structure, specific role delineations, assigned areas of responsibility, decision-making processes, and collaboration expectations.
- The Teacher Residency Advisory Committee (TRAC) will be established composed of the VMCS Executive Director, BU and HIU Deans of Education, VMCS Coordinator, BU and HIU Liaisons, Mentor Teacher(s), Resident Teacher(s), and other stakeholders from the community.
- Shared vision and mission statements will be developed by TRAC, with an emphasis on equity and justice for scholars, staff, and the community.
- TRAC will adopt a theory of change regarding the Teacher Residency Model versus the Traditional Teacher Preparation Model, which theorizes that by removing financial/time barriers to pursuing a teaching credential, investing in comprehensive and immersive training, and establishing a strong network of support for aspiring teachers, there will be an improvement in teacher quality and diversity, teacher retention rates, and ultimately scholar learning outcomes. By using the theory of change to guide decisions regarding the Teacher Residency Program, the underserved VMCS community will be better served.
- TRAC will determine clear goals and milestones that are used to measure the effectiveness of the Teacher Residency Program, which will be tracked and analyzed in accordance with an established timetable. Possible measures could include BU's "Self-Assessment of Readiness to Teach," which the University has administered to teacher candidates after the completion of their program for the past two decades. This will provide strong comparative data between teachers completing the Traditional Teacher Preparation Program and teachers completing the Teacher Residency Program. Additionally, scholars' academic data as measured by school-adopted and

state-mandated assessments could be analyzed to compare the performance of scholars with one teacher versus scholars with a Mentor Teacher and a Resident Teacher.

- There will be a concerted effort by VMCS, BU, and HIU to meet the current and future hiring needs of the school and to recruit Resident Teachers who are representative of the diversity of the school's community, as well as in high-needs areas (i.e., Transitional Kindergarten and Kindergarten) and Special Education.

Evidence of Authentic Partnership

While the MOU between VMCS, BU, and HIU has been executed, the Teacher Residency Program's Resident Vision and Mission Statements, Resident Teacher Profile, and Mentor Teacher Profile are under development by the TRAC. Under the Teacher Residency Capacity Grant, there are aligned training programs for the VMCS Coordinator and Mentor Teachers, as well as the BU and HIU Liaisons in areas such as mentoring approaches, co-teaching, science of reading pedagogy, Cognitively Guided Instruction (CGI) in mathematics, effective pedagogy for English Learners, and other professional development areas based on a thorough needs assessment. Additionally, an invitation has been extended to the VMCS Coordinator to participate in the methodology courses with the Resident Teachers to ensure coordination of our efforts.

VMCS, BU, and HIU are exploring ways to eliminate any duplication of efforts when it comes to preparing the Resident Teachers to acquire their credentials. There will be a deep analysis as to how the training conducted by the three entities can be aligned to be both more efficient and effective for the Resident Teachers and Mentor Teachers.

Because the three partnering entities are not unionized, collective bargaining units are not mentioned as part of the collaborative process. Also, because VMCS is a small organization and Human Resource responsibilities come under the auspices of the Executive Director's and Assistant Director's roles, it is easy to project the capacity for supporting Resident Teachers with Mentor Teachers and then hiring Resident Teachers as part of our school's instructional staff.

Alignment of Academic Calendars

When comparing academic calendars for VMCS, BU, and HIU, it has been determined that the following is in alignment for the 2024-2025 school year. Calendars for the 2025-2026 school year are in progress.

VMCS	BU	HIU
March 19-April 30, 2024 – Recruitment and enrollment of initial cohort of Resident Teachers in BU’s or HIU’s Teacher Preparation Program, with the understanding that receipt of the grant is pending until April 1, 2024, and may impact implementation.		
June 7, 2024: End of 2023-2024 School Year	May 6-August 7, 2024: Summer School Session	June 3-July 28, 2024: F Module 1
August 5-7, 2024: Professional Development Days August 8, 2024-June 6, 2025: Start/End of 2024-2025 School Year	September 3-December 20, 2024: Fall Session January 13-May 10, 2025: Spring Session May 12-June 6, 2025: Summer Session A	August 14-October 13, 2024: F Module 2 October 14-December 15, 2024: F Module 3 January 20-March 16, 2025: S Module 1 March 24-May 28, 2025: S Module 2

Employment Opportunities/Financial Support to Residents Beyond Grant Funding

All Resident Teachers will receive a salary of \$30,432.00 during their residency through the Grant, with an 8:00 a.m. to 3:00 p.m. schedule. This includes a daily 30-minute preparation period before school, 15-minute break, 45-minute lunch, 50-minute collaboration time with the Mentor Teacher, and one-hour study period at the end of the day. The collaboration time and one-hour study period release times will require classroom coverage by a P.E. Teacher, VAPA Specialists, and a TOSA, which will be supported by general funds and Proposition 28 Arts and Music in Schools funds. Additionally, Resident Teachers may opt into the VMCS health insurance plan, which will be paid for out of our school’s general funds. To support tuition costs in addition to what is provided through the Teacher Residency Program, Resident Teachers will be advised to secure other grant funding sources such as the Golden State Teacher Grant Program and the TEACH Grant.

After successfully completing the Teacher Residency Program, the newly credentialed teachers will have a teaching position at VMCS for the next school year – 2025-2026 for Cohort 1 and 2026-2027 for Cohort 2. The Teacher Induction Program will be paid with grant funds for the first cohort. For Cohort 2 and thereafter, the Induction Program will be paid with VMCS’s Title II funds.

Technical Assistance Center

To support the development of the Teacher Residency Implementation and Expansion Grant and its eventual implementation, guidance will be sought from the Santa Clara County Office of Education. The Santa Clara COE was awarded a \$20 million grant to

provide leadership in establishing a Statewide Residency Technical Assistance Center Network to enhance the quality of teacher preparation and education across the state of California. Additionally, VMCS will receive support from the San Diego County Office of Education, which is the regional hub for the Teacher Residency Program for our area.

COMPONENT 2: LOCAL NEED FOR IDENTIFIED SHORTAGE AREAS OR TO DIVERSIFY THE WORKFORCE

Prior and Future Efforts to Meet Local Shortages and/or Diversify Staff

Through tremendous recruitment efforts and a positive reputation for supporting our staff, we currently have all positions filled by educators with Preliminary and Clear Teaching Credentials. However, as we seek to double our enrollment, and therefore double our classroom teaching staff, we are concerned that the recruitment of teachers may become increasingly more difficult. It is also 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, while also diversifying our workforce. 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 Mentor Teachers from our school partnering with Resident Teachers.

- **Special Education.** 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 Education Specialist 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. We also have six scholars under a 504 Plan. Additionally, SPED scholars enroll in our school with unique and frequent services, which impacts scheduling. If this trend continues, we will need an additional part-time or full-time SPED teacher. It would be helpful if the SPED teacher was bilingual/biliterate (i.e., English/Spanish) since many of our families are Spanish speaking.
- **Transitional Kindergarten/Kindergarten.** There is a shift in expectations for Transitional Kindergarten (TK) and Kindergarten (K) teachers, which makes these positions another recruitment challenge. For the past two years, our current TK and K teachers have participated in professional development courses to transition to the new model of a two-year kindergarten program that uses a modified curriculum that is developmentally appropriate. Based on highly vetted educational research, this is compounded with the need to teach English-language arts with Science of Reading curricular resources and pedagogy, 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). Currently, neither of our TK/K classroom teacher are bilingual/biliterate, so our recruitment efforts need to prioritize this need.
- **Diversification of 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 on 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 (Including Non-Classroom Based 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

In interviewing our 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 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 locally for a Teacher Residency Program would be highly successful as we strive to “grow our own” future educators.

Determination of Number of Residents to Ensure Employment Opportunities

For VMCS, the timing of the implementation a Teacher Residency Program is ideal. While we currently have 15 credentialed teachers working directly with our 241 scholars (i.e., one special education teacher, one physical education teacher, one project-based learning TOSA, four Tier 3 interventionists, and eight classroom teachers), our number of classroom teachers will increase by five when we expand our enrollment to 378 scholars for the 2025-2026 school year and by four teachers (include one Education Specialist) when we expand our enrollment to 468 scholars for the 2026-2027 school year. The first cohort of Resident Teachers will then be hired for the 2025-2026 school year, and the second cohort will be hired for the 2026-2027 school year. This increase in enrollment will enable us to serve a portion of our current waiting list of over 300 scholars in our new school facility with a larger capacity than our current facility.

**APPENDIX D: TEACHER RESIDENCY IMPLEMENTATION AND EXPANSION
GRANT PROGRAM SUMMARY**

1. Residency area, target number of residents annually, and proposed amount of grant funds per resident

Residency Area	Targeted Number of Residents Annually	Proposed Amount of Grant Funds Per Resident
Special Education	0	\$0.00
Special Education with Bilingual Authorization	0	\$0.00
Single Subject in a STEM Area	0	\$0.00
Single Subject in a STEM Area that Authorizes Teaching of Computer Science	0	\$0.00
Single Subject in a STEM Area with Bilingual Authorization	0	\$0.00
Single Subject Non-STEM with Bilingual Authorization	0	\$0.00
Multiple Subject (to teach in TK or Kindergarten)	2	\$40,000.00
Multiple Subject with Bilingual Authorization	0	\$0.00
Dual Credential Please specify the two credentials here:	0	\$0.00
Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Special Education	1	\$40,000.00
Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Multiple Subjects with or without added authorizations	6	\$40,000.00
Diversifying Teacher Workforce that Reflects the LEA Community’s Diversity – Single Subjects with or without added authorizations	0	\$0.00

2. Admission, enrollment, and clinical practice dates

Program Element	Date
Admission Date: Admission in a grant-funded residency program is defined as the date when a candidate has been formally accepted into both the IHE and the LEA teacher residency program.	1 st Cohort 4/30/2024 2 nd Cohort 4/30/2025

<p>Enrollment Date*: Enrollment in a grant-funded residency program is defined as the date when a candidate has been formally admitted into the LEA teacher residency program and is registered in a required IHE course for the teacher residency program. The placement in the mentor teacher’s classroom may occur after the formal enrollment date.</p>	<p>1st Cohort 5/6/2024</p> <p>2nd Cohort 5/6/2025</p>
<p>Clinical Practice Start Date: Clinical Practice Enrollment in a grant-funded teacher residency program is defined as the date when a resident has been formally assigned to a placement in a mentor teacher’s classroom. Note: the start date of the placement in the mentor teacher’s classroom must fall on or before the first day of classroom instruction.</p>	<p>1st Cohort 8/5/2024</p> <p>2nd Cohort 8/5/2025</p>

*Programs are responsible for determining the date by which residents are admitted and enrolled in the Teacher Residency program. If enrollment in a Teacher Residency program begins before June 30, grant funds may be generated and disseminated before June 30 for use in the following academic year. With this, LEA grantees may maximize the number of grant funded years for the program, and Teacher Residency programs may generate funds before the June 30, 2026, project period end date for use in the 2026-27 academic year.

3. LEA(s) and school sites where the residents would be placed. Please add rows if needed.

Vibrant Minds Charter - Vibrant Minds Charter School - 08/08/2024 - 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)

4. Describe the rationale for the selection of the identified resident placement school(s):

VMCS is an independent charter school and district. Therefore, it is the only placement option for the Teacher Residency Program. Regardless, there is a strong rationale as to why VMCS seeks to implement a Teacher Residency Program that will strengthen our instructional team and enhance our scholars' educational experience and social-emotional well-being. This is especially important as we double our school enrollment beginning in the 2025-2026 school year. By "growing our own" new teachers through a strong Teacher Residency Program to fill these future open positions, we will be able to preserve the positive climate our authentic school community has co-created with the support of our scholars, staff, and parents. Our Mentor Teachers are also eager to share with Resident Teachers our strength-based teaching/learning model, project-based learning experiences for cross-curricular integration, and extensive enrichment opportunities.

VMCS is greatly in need of highly qualified teachers with deep knowledge of the community, culture, language, and immigrant communities in Anaheim. By growing our

own teacher educators via the pipeline of paraprofessionals, particularly those who are bilingual (Spanish/English), we remove financial barriers, provide employment while going to a graduate credential program, minimize travel barriers, provide scaffolding, and heighten the chances of successfully transitioning non-certificated employees into certificated employees during this teacher shortage.

5. Partner IHE(s) for the Teacher Residency Implementation and Expansion 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 Authorizations

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 Authorizations

COMPONENT 3: THE TEACHER RESIDENCY PROGRAM TO BE IMPLEMENTED

Annual Target Number of Candidates and Recruitment/Enrollment Process

For 2024-2025, VMCS will recruit and enroll five Resident Teachers for placements with Mentor Teachers in Grade TK, K, 1, 2, and 3. These Resident Teachers will then be hired as teachers for the 2025-2026 school year. For 2025-2026, VMCS will recruit and enroll four Resident Teachers for placements with Mentor Teachers in Grade 4, 5, and 6, as well as in the Special Education setting. They will then be hired as teachers for the 2026-2027 school year. After the initial two years of the Residency Teacher Program, the need for Resident Teachers will be contingent upon teacher attrition due to change in location, life circumstances, retirement, etc.

In an effort to “grow our own” transitional kindergarten and kindergarten teacher, as well as diversify the teaching staff in terms of ethnicity and gender, VMCS’s instructional assistants with bachelor’s degrees who aspire to acquire a teaching credential will be recruited. At this time, there are four possible candidates from our pool of paraprofessionals, with more in the queue for the second cohort once they have completed their bachelor’s degrees. Additionally, our current teachers are recruiting Resident Teachers with the understanding that they will become their future colleagues. And, families of VMCS scholar are also part of the recruitment process. By recruiting from within our school’s community, which is predominantly Hispanic, there is a natural diversification process.

Once there is a pool of Resident Teacher Candidates, there will be an orientation meeting so they understand the opportunity, as well as the commitment, inherent in the Teacher Residency Program. Once they understand the basics of the program, the candidates will undergo an interview with members from the Teacher Residency Advisory Committee (TRAC) to determine if they would be a strong match for the Teacher Residency Program

and needs of VMCS.

Month/Year of Program's Commencement

With the announcement of the awardees of the Teacher Residency Capacity Grant occurring on March 18, 2024, and the awardees of the Teacher Residency Implementation and Expansion Grant occurring on April 1, 2024, we are prepared to have Resident Teachers submit their applications to BU or HIU in anticipation of this funding so they can commence Summer School Sessions from May 6 through August 17, 2024. They will commence their fieldwork hours at VMCS during the first session of summer school, which begins in May. They will then begin their placement with a Mentor Teacher at VMCS no later than August 5 for school-based professional development and August 8, 2024, for the first day of school with our scholars.

Current Focus of Program

The focus is to develop the VMCS Teacher Residency Program with the support of the Teacher Residency Capacity Grant and then implement the Program with the support of the Teacher Residency Implementation and Expansion Grant. We seek to diversify our staff in terms of ethnicity and gender while recruiting for teachers in Grades TK-6 under the Multiple Subjects Credential, as well as an Education Specialist under the Education Specialist Instruction Credential.

Supplement/Not Supplant VMCS, BU, and HIU Recruitment/Training Efforts

The implementation of a Teacher Residency Program is new to our three organizations. And, current efforts to recruit teachers that represent the scholars they serve are in place. However, tuition costs and the inability to be employed during student teaching in a traditional teacher preparation program are difficult socioeconomic barriers to overcome. Removing these barriers will supplement, not supplant, our current efforts for the diversification of our teaching staff.

Number of Mentor Teachers

For Cohort 1 in 2024-2025, five Mentor Teachers in Grades TK-3 are needed. We already have these teachers in place, and they are eager to work with Resident Teachers. For Cohort 2 in 2025-2026, four Mentor Teachers in Grades 4-6 and Special Education are needed. Again, we already have these Mentor Teachers in place. Although these teachers have not worked in a Teacher Residency Program before, they have served as mentors to fieldwork students and master teachers to student teachers. The VMCS Coordinator and two teachers have also served as mentors in the Teacher Induction Program.

Recruitment, Selection, and Training of New Mentors

The success of the Teacher Residency Program is highly contingent upon the recruitment

of effective Mentor Teachers. At VMCS, our eight classroom teachers meet the description of experienced Mentor Teachers based upon the established criteria outlined by the grant. At a minimum, these eight teachers are ideal candidates for the Teacher Residency Program. Additionally, our TOSA for Curriculum and Instruction, TOSA for Project-Based Learning, and three TOSAs for Tier 3 Intervention also meet the criteria, although their roles in the Teacher Residency Program are yet to be defined. Our Mentor Teacher Candidates:

- Have at least three years of teaching experience.
- Hold 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).
- Have a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.
- Have the respect of their colleagues and administration.
- Have an understanding of the impact of equity principles and culturally responsible pedagogy.

All teachers in our small school setting are eager to serve as Mentor Teachers. The Mentor Teacher Candidates view the Teacher Residency Program as an opportunity to support their future colleagues as our school doubles its enrollment. The Mentor Teacher Candidates possess a strong passion for working with our scholars, and a number of them share the scholars' ethnicity. Forms of planned training via the Teacher Residency Grant include "just-in-time" training from the VMCS Coordinator and the University Liaisons from BU and HIU. While a needs assessment will be conducted to ensure relevancy in our professional development offerings to our Mentor Teachers, some of the areas of focus will include:

- Mentoring Strategies
- Co-Teaching Models
- Science of Reading and Writing
- Cognitive Guided Instruction for Mathematics
- Serving the Needs of "At Promise" (i.e., At Risk) Scholars, Including English learners
- Differentiated Learning Approaches
- Helping Resident Teachers Become Lifelong Learners and Researchers
- Formative and Summative Feedback for Resident Teachers
- How Data Informs Mentoring

Consistency and Coherence Across Sites, Content Areas, and School Administrations

In our small school setting with only one site, instructional consistency and coherence across the grade levels is a nonissue. We have worked diligently to have school-wide vertically aligned and developmentally appropriate academic expectations and behavioral expectations.

Also, by implementing a cohort model of support, there will be consistency and coherence

in the implementation of the Teacher Residency Program in each classroom setting. 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 BU and HIU 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 collaborating 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.

Collaboration to Eliminate Duplicative Coursework and Fieldwork Experiences

As part of the processing of Resident Teachers, their transcripts will be evaluated by BU and HIU to determine if any duplicative coursework has been taken that could result in a course being waived, while keeping accreditation standards in place. All fieldwork experiences will occur at VMCS to ensure deep and meaningful learning experience for the Resident Teacher without the need to become accustomed to a new school climate.

Teacher Residency Program and Universal Prekindergarten

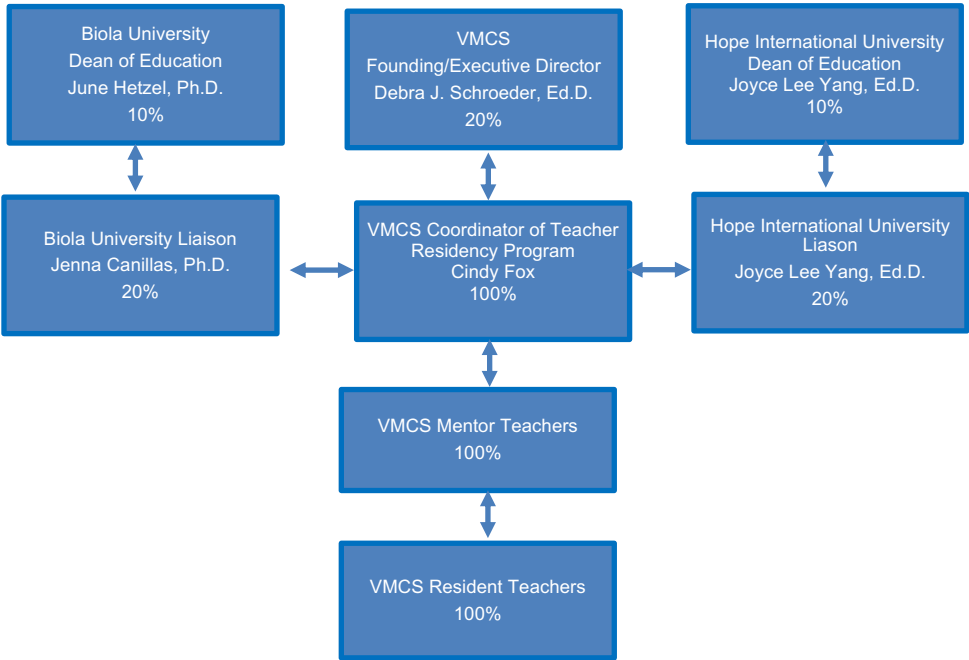
The Transitional Kindergarten Program is a new endeavor for many schools, including ours. Although we have had a Transitional Kindergarten Program since 2015, it continues to evolve into something remarkably different from a “light” Kindergarten Program. While there is much to learn from preschool programs, there is an opportunity to create and implement a developmentally appropriate and highly engaging Transitional Kindergarten Program with the personnel resources of the Mentor Teacher, Resident Teacher, and Instructional Assistant with support from the VMCS Resident Teacher Coordinator and University Liaisons.

Modifications and/or Improvements to Current Teacher Residency Program

N/A

COMPONENT 4: KEY PROGRAM PERSONNEL AND SHARED PROGRAM GOVERNANCE

Chart Graphic Identifying Management Staff/Faculty from LEA & IHE



As depicted in the organizational chart, VMCS, BU, and HIU will designate key leaders with decision-making authority as the co-leaders of the Teacher Residency Implementation and Expansion Grant. They will have shared responsibility for the Teacher Residency Program development and refinement, as well as its implementation. While the time devoted to the Residency Teacher Grant will be greater for the Founding/Executive Director of VMCS, she will access the internal resources of the school, as well as resources available from BU and HIU.

VMCS has recruited Cindy Fox as the Coordinator of the Teacher Residency Program. After the program’s planning and refinement phase, Ms. Fox will 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 Instruction, as well as a Mentor Teacher for the Orange County Department of Education Teacher Induction Program, she has a strong background in classroom management, curriculum, pedagogy, and mentoring. She is collaborating with the Liaisons from the two universities to determine how the current teacher preparation programs will be modified to accommodate the Teacher Residency Program, as well as plan for professional development in areas such as mentoring models, co-teaching,

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 VMCS Teacher and Mentor Teacher Candidate, and Elizabeth Aldaña, a current VMCS Instructional Assistant and Resident Teacher Candidate, will participate in the Teacher Residency Advisory Committee (TRAC) during the development and implementation stages of the grant.

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

Overall Management of Grant

Institutional oversight and reporting will be a shared responsibility for the leaders of the three organizations -- Debra Schroeder, June Hetzel, and Joyce Yang, with important contributions by the University Liaisons. There will be a natural division of labor between what needs to be reported by the school versus the universities, but Debra Schroeder will ensure all reports are completed in a timely manner.

Fiscal Management of Teacher Residency Capacity Grant

The grant funds will be allocated to VMCS, and their use will be monitored by the 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 a 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 monthly reports to the VMCS Board.

Other Key Staff Members' Involvement

At VMCS, there is a climate of collaboration in which we are all informed of and involved in key programs. For the Teacher Residency Program, key staff members who will have a role in the development, refinement, and implementation 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, refinement, and implementation of the Teacher Residency Program. 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:** 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 and refinement 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's Degree --** 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. They will be part of a needs assessment process.
- **Staff Members as Assigned by Biola University & Hope International University -**
- The Deans of Education, as well as the University Liaisons, will also determine which faculty and staff members at the university level would be helpful in the planning, refinement, and implementation stages of the Teacher Residency Program.

Broad Constituency Involvement

Broad constituency involvement during the planning, refinement, and implementation stages of 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 support of the Teacher Residency Program, VMCS, BU, and HIU are cognizant of the need to involve a diverse range of stakeholders. Stakeholders are represented by the Teacher Residency Advisory Committee (TRAC) with its inclusion of the VMCS Executive Director, BU and HIU Deans of Education, VMCS Coordinator, BU and HIU Liaisons, Mentor Teacher(s), Resident Teacher(s), and other members of the community. The ultimate goal of the Teacher Residency Program will be scholar-centered with a focus on the quality of their Grade TK-6 educational experiences. It will involve the recruitment of Resident Teachers who are highly likely to succeed in the program, representative of the school's diverse community, passionate in their desire and skillful in their approach to reach and teach our scholars, and committed to being long-term members of the VMCS team.

COMPONENT 5: SUSTAINABILITY NARRATIVE

When the grant funds sunset after 2026, VMCS is prepared to continue the Teacher Residency Program with BU and HIU using other funds, including General, Title II, and Teacher Effectiveness Funds. The Resident Teachers add value to each of the classrooms, and the funds that would typically be used to hire paraprofessionals will be used to support Resident Teachers with a modest salary, as well as pay for their tuition with the support of the Golden State Teacher Grant Program (if continued) and other future funding opportunities. As a small school with hiring needs that will be reduced after the expected

expansion in 2025-2026 and 2026-2027, it is feasible to continue the Teacher Residency Program with a reduced number of Resident Teachers beginning in the 2027-2028 school year. Other strategies include:

- VMCS will work with BU and HIU to reduce tuition and identify scholarship opportunities and course material costs through the extensive use of on-line resources. Additionally, we will seek out other grant programs, such as the fifth year Cal Grants, Golden State Teacher Grant Program, or Federal TEACH Grant, so long as those resources are in place.
- There will be an exploration in how to reduce the cost of the Teacher Induction Program by having Resident Teachers delay their participation so they can garner greater experience and then more meaningfully participate in the Early Completion Option to clear their credentials, which will be less expensive for VMCS.
- VMCS will shift from hiring Instructional Assistants to placing Resident Teachers in classrooms. There may also be a reduced need to hire TOSAs for Tier 3 Intervention with a co-teaching model implemented by the Mentor Teacher and Resident Teacher.
- VMCS will continue to seek funds from a variety of sources, such as government grants, private foundations, corporate sponsorships, and individual donors. This reduces reliance on any single funding stream.

COMPONENT 6: DATA COLLECTION AND REPORTING, ASSURANCES, AND PARTNERSHIP AGREEMENTS

The data collection requirement for the Teacher Residency Program has been studied by VMCS, BU, and HIU. There is nothing that poses an obstacle in our collection and provision of this data, which includes the tracking of each Teacher Resident's fulfillment of the four-year service commitment. VMCS will collect, analyze, and present the quantitative data, which is associated with items a-l, with the exception of the Resident Teacher's performance on the Teaching Performance Assessment (TPA), which will be tracked by BU and HIU.

The BU University Liaison, Jenna Canillas, Ph.D., will collect, analyze, and present data that guides refinements to our Teacher Residency Program, which are more qualitative in design. Her support will be in response to important questions such as:

- Based on results from surveys and interviews of graduates from the Teacher Residency Program, how do they perceive the quality of preparation they received?
- Do Resident Teachers feel more prepared to assume the role of a classroom teacher than Student Teachers based on BU's "Self-Assessment of Readiness to Teach" survey?
- What factors promote or hinder the implementation of the Teacher Residency Program?
- What are effective practices in implementing the Teacher Residency Program, which are replicable?
- What lessons can be used to inform future investments in Teacher Residency Programs?

Through reports based on these key questions, we will undergo a cycle of continuous improvement for our Teacher Residency Program. The data will be presented to the TRAC at least annually, and there will be discussions on what needs to be refined in the implementation of the Teacher Residency Program, as well as a plan of action.

APPENDIX E: ASSURANCE STATEMENTS AND PARTNERSHIP AGREEMENTS RESIDENCY IMPLEMENTATION AND EXPANSION GRANT


The Residency Program Assures the Commission that if awarded grant funding:

1. All residents will teach at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework. ([Appendix A \(a\)\(2\)](#))
2. It is the responsibility of the Commission-approved teacher preparation program offered at the regionally accredited IHE to enroll the candidate in the program and to recommend a resident for the preliminary teaching credential once all requirements have been met.
3. Grantee LEAs or consortiums agree to prepare residents to teach and eventually be hired in a school within the jurisdiction of the grant recipient, or in the state of California.
4. All residents agree in writing to serve in a public school within the jurisdiction of the grant recipient that sponsored the candidate, or another public school in California, for a period of at least four school years beginning with the school year that begins after the candidate successfully completes the initial year of preparation and obtains a preliminary teaching credential. ([Appendix A \(j\)](#))
5. Each resident employed by the grantee LEA will receive mentoring and beginning teacher induction support following the completion of the initial credential program necessary to obtain a clear credential and ongoing professional development and networking opportunities during the candidate's first years of teaching at no cost to the candidate. ([Appendix A \(g\)\(3\)](#))
6. The LEA and IHE will cooperatively comply with the Commission's mandated reporting requirements, submitted by stated due dates, including but not limited to:
 - a. Teacher Residency Implementation and Expansion Grant Program Annual Report. The report template is available upon request. This report is updated every year in the grant reporting cycle.
 - b. The Teacher Residency Implementation and Expansion Grant Program Projections Report. The report template is available upon request. This report provides information for the funding amount for each subsequent year of the grant.
 - c. Results from candidate and program graduate surveys of the quality of preparation they received.
 - d. Best practices found to be effective in implementing the program.
 - e. Factors promoting or hindering residency program implementation.
 - f. Lessons learned to inform future investments in teacher residency programs.

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

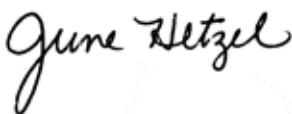
****It is expected that if the application represents a consortium, ALL LEA partners will sign these***


agreements, including partner LEAs within a county office of education*

By signing below, I affirm that:	
<ol style="list-style-type: none"> 1. I have thoroughly read all portions of this application including the assurance statements included on this form. 2. All statements and data contained in this application are accurate. 3. If awarded a Teacher Residency Implementation Grant, the LEA agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion 1-10 in Section II of this application. 	
Name of Superintendent:	Debra J. Schroeder, Ed.D.
LEA:	Vibrant Minds Charter School
Signature: <i>Electronic signatures are acceptable</i>	
Date:	03/06/2024

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

****It is expected that ALL IHE partners will sign these agreements****

By signing below, I affirm that:	
<ol style="list-style-type: none"> 1. I have thoroughly read all portions of this application including the assurance statements included on this form. 2. All statements and data contained in this application are accurate. 3. If awarded a Teacher Residency Implementation Grant, the IHE agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion 1-10 in Section II of this application. 	
Name of Signatory:	June Hetzel, Ph.D.
Title of Signatory:	Dean of Education
IHE Signatory Represents:	Biola University
Signature: <i>Electronic signatures are acceptable</i>	
Date:	03/06/2024

By signing below, I affirm that:	
<ol style="list-style-type: none"> 1. I have thoroughly read all portions of this application including the assurance statements included on this form. 2. All statements and data contained in this application are accurate. 3. If awarded a Teacher Residency Implementation Grant, the IHE agrees to participation in the activities described as well as the timelines and budgets included in the responses to criterion 1-10 in Section II of this application. 	
Name of Signatory:	Joyce Lee Yang, Ed.D.
Title of Signatory:	Dean of Education
IHE Signatory Represents:	Hope International University
Signature: <i>Electronic signatures are acceptable</i>	
Date:	03/06/2024

COMPONENT 7 AND APPENDIX G: BUDGET OVERVIEW AND NARRATIVE

Directions: For each teacher residency program component listed in the narrative descriptions of this application, please indicate the number of intended Teacher Residency Implementation Grant Program residents to be supported by that component, and whether the activity will be funded through grant funds and/or local matching funds, as applicable to each component. Use the blank spaces in the table below to add any additional components or services not listed. All categories of planned grant funds expenditures must also be detailed in the budget narrative.

Information Regarding Indirect Costs: Applicants may claim indirect costs as part of their matching funds, but not as part of the use of grant funds. Indirect costs may be claimed at the district negotiated indirect cost rate per the California Department of Education. IHEs that may be partnering with the LEA for the Teacher Residency Implementation Grant will need to discuss their indirect cost matching funds allocations with their LEA partner(s).

Reminders and Definitions:

1. The budget submitted on this form must not exceed \$40,000 per resident.
2. A minimum of \$20,000 per resident must be allocated in the Salary/Stipend for Residents component.
3. Per Authorizing Legislation, the grant funds must be matched by the grantee LEA or consortium on a \$0.80 per every one grant dollar basis for the first \$25,000 of the grant amount received per resident. Matching funds may be actual dollars or in-kind. Matching funds may be actual funds and/or in-kind match. Grantees may claim indirect costs as part of their matching funds, but not as

part of the use of grant funds.

- a. **Actual Matching Funds** are payments (stipends, release time) or reimbursements made directly from the LEA's accounts.
 - b. **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.
4. Residents are also eligible for other forms of federal, state, and LEA financial assistance to support the cost of their preparation.
 5. Per authorizing legislation, grant funds in the Teacher Preparation Costs (Tuition, Fees, Books, etc.), Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.), and possibly the "other" category must be paid back to the grant if a resident exits early from the residency program or does not complete their four year service requirement.

Grant Funds

Program Component	Proposed Amount of Grant Funds Requested Per Resident	Targeted # of Residents to Receive this Support Annually	Total Grant Funds Requested
Mentor Teacher Professional Development/Training	\$0.00	0	\$0.00
Mentor Teacher Stipend (this may include housing stipends)	\$4,000.00	9	\$36,000.00
Mentor Teacher Release Time	\$0.00	0	\$0.00
Teacher Preparation Costs (Tuition, Fees, Books, etc.)	\$0.00	9	\$0.00
Salary/Stipend for Residents (This may include living stipends, wages, housing stipends and benefits commonly included in compensation packages, with a minimum of \$20,000.00)	\$30,432.00	9	\$273,888.00
IHE Faculty Stipends	\$0.00	0	\$0.00
IHE Faculty Release Time	\$0.00	0	\$0.00
Examination fees for Residents to Earn a Preliminary Credential (CaITPA, RICA, CSET, etc.)	\$0.00	9	\$0.00
Induction Support for Residents who Complete the Program	\$5,568.00	9	\$50,112.00
Residency program staff costs	\$0.00	0	\$0.00

Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this	\$0.00	0	\$0.00
Other (describe below)	\$0.00	0	\$0.00
TOTALS			
	\$40,000.00		\$360,000.00

Budget narrative – Grant Funds: For each budget category with requested grant funds indicated above, please provide a description of each program component, including cost breakdown (i.e., how the amount of grant funds requested were calculated). For example, if \$5,000 is requested for Induction Support for Residents who complete the program, provide a justification for why that amount is appropriate for the number of grantees. A grantee could write, “The induction program at XYZ District costs \$500 per teacher and we will support our ten residents for induction.”

If funds are not being requested in a budget category, please put n/a.

1. Mentor Teacher Professional Development/Training

N/A

2. Mentor Teacher Stipend (this may include housing stipends)

Each of the Mentor Teachers will receive a stipend of \$4,000.00 for working with a Resident Teacher for a school year. This equates to \$400.00 per month for the 10-month school year. The Mentor Teacher will meet with the Resident Teacher on an ongoing basis before and after school, as well as during the 45 minutes of daily release time provided at VMCS. For nine Resident Teachers, the total cost will be \$36,000.00.

3. Mentor Teacher Release Time

N/A

4. Teacher Preparation Costs (Tuition, fees, books, etc.)

N/A

5. Salary/Stipend for Residents (this may include housing stipends)

Each Resident Teacher will receive a stipend of \$30,432.00 in the form of wages for a total cost of \$273,888.00.

6. IHE Faculty Stipends

N/A

7. IHE Faculty Release Time

N/A

8. Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)

N/A

9. Induction Support for Residents who Complete the Program

The cost of the Induction Program provided by the Orange County Department of Education is \$3,600.00 per year. For the two-year program for a clear credential, the total cost is \$7,200.00. For nine Resident Teachers, this equates to \$64,800.00. From the grant, \$50,112.00 has been dedicated to the Induction Program, with the remaining cost paid for out of school funds. There is also a possibility that an alternative Induction Program may be considered.

10. Residency Program Staff Costs

N/A

11. Program Administration (5% cap on grant funds used for this purpose; no limit on matching funds used for this purpose)

N/A

12. Other

N/A

Matching Funds

Program Component	Actual Matching Funds	In-Kind Matching Funds	Total Matching Funds
Mentor Teacher Professional Development/ Training	\$18,000.00	\$0.00	\$18,000.00
Mentor Teacher Stipend (this may include housing stipends)	\$9,000.00	\$0.00	\$9,000.00
Mentor Teacher Release Time	\$0.00	\$52,000.00	\$52,000.00
Teacher Preparation Costs (Tuition, Fees, Books, etc.)	\$4,500.00	\$0.00	\$4,500.00
Salary/Stipend for Residents (This may include living stipends, wages, housing stipends, and benefits commonly included in compensation packages.)	\$64,800.00	\$0.00	\$64,800.00
IHE Faculty Stipends	\$0.00	\$0.00	\$0.00
IHE Faculty Release Time	\$0.00	\$0.00	\$0.00
Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)	\$0.00	\$0.00	\$0.00
Induction Support for Residents who Complete the Program	\$14,688.00	\$0.00	\$14,688.00
Residency program staff costs	\$0.00	\$16,000.00	\$16,000.00
Program Administration (five percent (5%) cap on grant funds used for this purpose; no limit on matching funds used for this purpose)	\$0.00	\$18,000.00	\$18,000.00
Other (describe below)	\$0.00	\$0.00	\$0.00
TOTALS	\$110,988.00	\$86,000.00	\$196,988.00

Budget narrative – Matching Funds: For each budget category with matching funds indicated above, please provide a description of each program component, including cost breakdown (i.e., how the amount of matching funds requested were calculated). For example, if \$5,000 in matching funds is being allocated for Induction Support for Residents who complete the program, provide a justification for why that amount is appropriate for the number of grantees. A grantee could write, “The induction program at XYZ District costs \$500 per teacher and we will support our ten residents for induction.”

If funds are not being requested in a budget category, please put n/a.

1. Mentor Teacher Professional Development/Training (Actual Matching Funds)

Each of the nine Mentor Teachers will be allocated \$2,000.00 for various forms of professional development and training. Possible trainings are indicated below, including the cost for the training and coverage for the classroom.

- Effective Practices for Mentor Teachers -- \$400.00
- Co-Teaching Models -- \$400.00
- CGI for Mathematics – \$400.00
- Thinking Maps -- \$400.00
- Equitable and Just Classrooms -- \$400.00

2. Mentor Teacher Stipend (this may include housing stipends) (Actual Matching Funds)

Mentor Teachers will be paid a stipend of \$40.00 per hour for extra time mentoring/collaborating with Resident Teachers or attending professional development outside of the instructional day. This equates to $\$1,000.00 \div \$40.00 = 25$ hours of paid time.

3. Mentor Teacher Release Time (In Kind Matching Funds)

In order for the assigned Mentor Teachers to work with their Resident Teachers daily for 45 minutes during the instructional day, a schedule of release time has been developed with the support of specialists in various fields. It is important to ensure that the release coverage is instructionally additive rather than subtractive for the scholars. Therefore, the following details are provided.

- P.E. Teacher -- Twice per week at a cost of \$25,855 per year
- Visual Arts Teacher – Once per week at a cost of \$5,700.00 per year
- Music Appreciation Teacher – Once per week at a cost of \$5,700.00 per year
- Technology Teacher – Once per week at a cost of \$14,745.00 per year

4. Teacher Preparation Costs (Tuition, fees, books, etc.) (Actual Matching Funds)

For Resident Teachers to have access to the Teacher Manuals for English-language arts, mathematics, science, history-social science, and Thinking Maps, an additional set of these resources will be purchased per Resident Teacher. These will support our professional development efforts. A conservative estimate for the cost is \$500.00 per Resident Teacher, or \$4,500.00 total.

5. Salary/Stipend for Residents (this may include housing stipends) (Actual Matching Funds)

The Resident Teachers will receive health benefits at a cost of approximately \$7,200.00 per Resident for a total cost of \$64,800.00.

6. IHE Faculty Stipends

N/A

7. IHE Faculty Release Time

N/A

8. Examination fees for Residents to Earn a Preliminary Credential (TPA, RICA, CSET, etc.)

N/A

9. Induction Support for Residents who Complete the Program

The \$14,688.00 is in addition to what is allocated using grant funds so the entire cost of the Induction Program is covered for the nine Resident Teachers.

10. Residency Program Staff Costs (In Kind Funds)

The Executive Director’s salary per year is \$55,000.00 since she is technically retired, and her salary is capped by the California State Teachers’ Retirement System. She will devote 20% of her time to support the Teacher Residency Program, which equates to \$11,000.00. The Assistant Director’s salary per year is \$100,000.00. She will devote 5% of her time to support the Teacher Residency Program, which equates to \$5,000.00. Combined, this equals to \$16,000.00.

11. Program Administration (5% cap on grant funds used for this purpose; no limit on matching funds used for this purpose) (In Kind funds)

With the total award of \$360,000.00 for the nine Resident Teacher, a 5% Program Administration Cost was calculated to be \$18,000.00.

12. Other

N/A

COMPONENT 8 AND APPENDIX H: 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 characteristics listed below.

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

statutory priority points:

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](#)

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

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

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

Yes

Indicate the percentage of unduplicated pupils in the applicant LEA or consortium. Applicant responses will be compared during the technical review process by Commission staff.

79.80%

COMPONENT 9: IHE PARTNERSHIP LETTER(S)



Biola University IHE Partnership Letter for Vibrant Minds Charter School Teacher Residency and Expansion Grant

February 14, 2024

Dear Commission and Grant Review Committee:

This IHE Partnership Letter is to demonstrate Biola University's School of Education's commitment to 1) the support of a residency partnership with Vibrant Minds Charter School (VMCS), 2) shared recruitment efforts, 3) approved credential programs within the partnership, 4) implementation of a cohort model, and 5) key IHE staff responsibilities.

Support of the Residency Partnership:

This letter confirms Biola University's commitment to the Residency Partnership and implementation and expansion of the residency pathway with the Vibrant Minds Charter School, a public charter school with whom we have been in partnership since their inception. Our liaison for VMCS has been Dr. Jenna Canillas since the inception of the school. Biola University's America Reads tutors have been placed at VMCS for every year of its existence. And, our teacher preparation students in our multiple subject teacher preparation program have also been regularly placed at VMCS for observation and fieldwork. Dr. Debra Schroeder, Principal, has also served on Biola's CTC-Unit Teacher Preparation Committee for the last several years. The Residency Partnership is a natural next step for this partner school.

Shared Recruitment Efforts

Our shared recruitment effort will involve shared information sessions (online and/or in person), as well as one-on-one meetings (online or in person), for prospective Residency candidates already employed at Vibrant Minds Charter School and/or already in the graduate admissions pipeline at Biola University. Priority will be given to diverse candidates who bring cultural and linguistic knowledge of our SoCal communities, those already working in our schools as paraprofessionals, those with proven giftedness in working with children, and those with a strong work ethic and commitment to our California public schools. We will be informing prospective candidates of all the elements of the teacher residency program, including the four-year service commitment to California public schools, during our information sessions or one-on-one recruiting and advisory meetings.

Candidates will be expected to sign a Residency Agreement with VMCS to receive the funding from the Residency Grant to help cover costs of the Residency Program.

Approved Credential Programs within the Partnership

The proposed Residency Grant includes the following CTC-approved programs at Biola University:

- Preliminary Multiple Subject Teaching Credential (up to 8 candidates)
- Preliminary Education Specialist Credential, Mild to Moderate Support Needs (1 candidate)
- Clear Credential (Induction) (up to 9 candidates)

Biola University's CTC-Unit currently has the following approved teacher preparation programs:

- Five Levels of Early Childhood Permits
- Preliminary Multiple Subject Credential – Traditional & Intern Pathways
- Preliminary Single Subject Credential (9 subject areas) – Traditional & Intern Pathways
- Preliminary Education Specialist Instruction Credential, Mild to Moderate Support Needs – Traditional & Intern Pathways
- Bilingual Authorization
- Clear Credential (Induction)
- Speech Language Pathology Services Credential

Biola University is also currently under review for the PK-3 Early Childhood Education Specialist Instruction Credential.

Implementation of a Cohort Model

The Vibrant Minds Charter School Residents will be grouped at the same school. They will take their coursework at the same time throughout the year. All candidates will have previously worked at VMCS in some capacity (e.g., paraprofessionals, America Reads Tutor). They all already have relationship with the administrators at VMCS, as well as Biola University Associate Professor, Dr. Jenna Canillas, who is already the liaison between Biola University and Vibrant Minds Charter School. Professional collaboration will be facilitated by the Residency Coordinator, the Principal, and the Mentor Teachers and IHE Liaison. Regular meetings will be called on the campus before or after school, as well as during professional release days. Because of having a small cohort on one campus, we will be positioned to facilitate collaboration among Residents.

Key IHE Staff Responsibilities

The main IHE contacts for the Teacher Residency Program for Vibrant Minds Charter

School will be:

- **Dr. June Hetzel**, Dean and Professor of Education
- **Dr. Jenna Canillas**, Associate Professor of Education and IHE Liaison

We will be responsible for assisting the Dr. Debra Schroeder of the LEA in the Teacher Residency Implementation Grant Program annual reporting.

IHE support personnel will also involve:

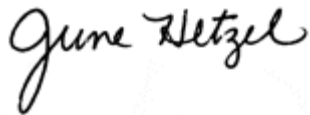
- **Josiah Franklin**, Admissions Counselor
- **Melinda Soto**, Manager of Credentialing and Academic Advising
- **Melissa Klausman**, Credential Analyst and Advisor

While Josiah will help each resident bring together all of their required admissions materials, Melinda and Melissa, credential analysts, will process and recommend credentials to the California Commission on Teacher Credentialing upon completion of the Residency Program.

Final Thoughts

It is our privilege to partner with Vibrant Minds Charter School on this Residency Grant. If there is any further information needed, please feel free to call me at 562-903-6000, text me at 562-417-4225, or email at june.hetzel@biola.edu.

With enthusiasm,



June Hetzel, Ph.D.
Dean of Education
Biola University



**Hope International University IHE Partnership Letter
for Vibrant Minds Charter School
Teacher Residency and Expansion Grant**

February 26, 2024

Dear Commission and Grant Review Committee:

This IHE Partnership Letter is to demonstrate Hope International University's School of Education's commitment to 1) the support of a residency partnership with Vibrant Minds Charter School (VMCS), 2) shared recruitment efforts, 3) approved credential programs within the partnership, 4) implementation of a cohort model, and 5) key IHE staff responsibilities.

Support of the Residency Partnership

This letter confirms Hope International University's commitment to the Residency Partnership and implementation and expansion of the residency pathway with the Vibrant Minds Charter School, a public charter school with whom we have been in partnership since their inception. Our liaison for VMCS has been Dr. Joyce Lee Yang since the inception of the school.

Shared Recruitment Efforts

Our shared recruitment effort will involve shared information sessions (online and/or in person), as well as one-on-one meetings (online or in person), for prospective Residency candidates already employed at Vibrant Minds Charter School and/or already in the graduate admissions pipeline at Hope International University. Priority will be given to diverse candidates who bring cultural and linguistic knowledge of our SoCal communities, those already working in our schools as paraprofessionals, those with proven giftedness in working with children, and those with a strong work ethic and commitment to our California public schools. We will be informing prospective candidates of all the elements of the teacher residency program, including the four-year service commitment to California public schools, during our information sessions or one-on-one recruiting and advisory meetings.

Candidates will be expected to sign a Residency Agreement with VMCS to receive the funding from the Residency Grant to help cover costs of the Residency Program.

Approved Credential Programs within the Partnership

The proposed Residency Grant includes the following CTC-approved programs at Hope International University:

- Preliminary Multiple Subject Teaching Credential (up to 5 candidates)
- Clear Credential (Induction pending CTC program approval) (up to 10 candidates)

Hope International University's CTC-Unit currently has the following approved teacher preparation programs:

- Preliminary Multiple Subject Credential – Traditional Pathway
- Preliminary Single Subject Credential (9 subject areas) – Traditional Pathway

Hope International University is also currently under review for the Clear Credential, Teachers.

Implementation of a Cohort Model

The Vibrant Minds Charter School Residents will be grouped at the same school. They will take their coursework at the same time throughout the year. All candidates will have previously worked at VMCS in some capacity (e.g., paraprofessionals, America Reads Tutor). They all already have relationship with the administrators at VMCS, as well as Hope international University Dean, Dr. Joyce Yang. Professional collaboration will be facilitated by the Residency Coordinator, the Principal, and the Mentor Teachers and IHE Liaison. Regular meetings will be called on the campus before or after school, as well as during professional release days. Because of having a small cohort on one campus, we will be positioned to facilitate collaboration among Residents.

Key IHE Staff Responsibilities

The main IHE contacts for the Teacher Residency Program for Vibrant Minds Charter School will be:

- **Dr. Joyce Yang**, Dean and Professor of Education and IHE Liaison

We will be responsible for assisting Dr. Debra Schroeder of the LEA in the Teacher Residency Implementation Grant Program annual reporting.

IHE support personnel will also involve:

- **Sarah Culligan and Sara Morris**, Academic Coaches
- **Cori DeWitt**, Manager of Credentialing and Academic Advising
- **Teresa Smith**, Vice President of Enrollment

While Sarah and Sara will help each resident bring together all of their required admissions materials, Cori, credential analyst, will process and recommend credentials to the California Commission on Teacher Credentialing upon completion of the Residency Program.

Final Thoughts

It is our privilege to partner with Vibrant Minds Charter School on this Residency Grant. If there is any further information needed, please feel free to call or text me at 415-215-5867, or email at jyang@hiu.edu.

With enthusiasm,

A handwritten signature in black ink, appearing to read "Joyce", with a stylized flourish extending to the right.

Joyce Lee Yang, Ed.D.
Dean of College of Education Hope
International University

COMPONENT 10 AND APPENDIX I: GRANT STEWARDSHIP AND ACCREDITATION STATUS

Section I - Past Grant Stewardship

In the table below, list the names of all state-funded Commission-administered grants that have been awarded to the LEA, any LEA member listed in a consortium, and any of the IHE partners named in the application. Commission administered grants include:

- Teacher or School Counselor Residency Grant Programs
- Classified School Employee Teacher Credentialing Program
- Local Solutions to the Shortage of Special Education Teachers Grant
- Integrated Undergraduate Teacher Preparation Grants
- Dyslexia Grants to Preparation Programs
- Computer Science Supplementary Authorization Incentive
- Reading and Literacy Supplementary Authorization Incentive

Important note: if applicants and IHE partners have never received a grant award, enter N/A in each column of the first row of the table.

Please add rows as necessary.

Vibrant Minds Charter School – N/A
Biola University <ul style="list-style-type: none"> • Integrated Teacher Preparation Program Planning Grant Application for PK-3 ECE Credential for \$250,000.00 (received in 2023) • Integrated Teacher Preparation Program Implementation and Expansion Grant for Liberal Studies Degree with Multiple Subject Credential and Bilingual Authorization in Spanish for \$500,000.00 (received in 2023)
Hope International University – N/A

Section II – Accreditation Status

In the table below, enter the current accreditation status of each Commission-approved institution (LEA, IHE) - including induction programs - named in the application. For assistance in completing this table, refer to the Accreditation Report page on the Commission’s website.

Vibrant Minds Charter School – N/A
Biola University – Preliminary Multiple Subject, Preliminary Single Subject, General Education Induction, Speech Language Pathology, Education Specialist Mild/Moderate

Disabilities, and Commission Approved General Education Induction Program – Accredited – March 22, 2019

Hope International University – Preliminary Multiple Subject, Preliminary Single Subject, and Preliminary Administrative Services – Accredited – June 14, 2023