

Vibrant Minds Charter School (VMCS)

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Vibrant Minds Charter School (VMCS)
Street	412 W. Carl Karcher Way
City, State, Zip	Anaheim, CA 92801
Phone Number	(714) 563-2390
Principal	Debra J. Schroeder, Ed.D., Executive Director
Email Address	dschroeder@vibrantminds.us
Website	http://goalsacademy.us/
County-District-School (CDS) Code	30-66423-0131417

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Vibrant Minds Charter School (VMCS)
Phone Number	714-563-2390
Superintendent	Debra J. Schroeder, Ed.D., Executive Director
Email Address	dschroeder@vibrantminds.us
Website	https://www.vibrantminds.us/

School Description and Mission Statement (School Year 2020-2021)

Vibrant Minds Charter School (VMCS) is a public charter school authorized by the Anaheim Elementary School District to serve scholars in Grades TK-6. It was formerly known as GOALS Academy. Its first year of operation was in 2015-2016 with an enrollment of 200 scholars. The projected maximum enrollment to maintain a small school environment is 256 for the 2020-2021 school year. The school maintains a strength-based philosophy with a rigorous academic program and a highly enriched curriculum. Academically, VMCS differentiates, individualizes, and personalizes instruction; applies multimodal pedagogy; incorporates Technology Infused Education (TIE); showcases Project-Based Learning; and adjusts instructional support as needed to ensure each scholar's maximum growth. In addition to traditional academic areas, VAPA (e.g., chorus, dance, drama, instrumental music, photography, video productions, and visual arts), STEAM (e.g., circuit creations, computer programming, drones, robotics, and web page development), and Life Skills (e.g., athletics, culinary arts, fashion design, leadership, second language, and homework) are offered so scholars can discover their interests and talents and transform them into strengths. Some of these offerings have been curtailed during the pandemic, but they will be reinstated as soon as possible. VMCS also emphasizes the development of VIA (Values in Action) character strengths under the "umbrella" virtues of wisdom and knowledge, courage, humanity, justice, temperance, and transcendence. There is strong family involvement in the school with many unique opportunities to be part of the school community.

MISSION

The mission of VMCS is to produce well-rounded, self-confident, community-conscious, high achieving graduates who successfully transition into higher levels of education, community involvement, and citizenship. VMCS will achieve these goals through a strength-based, comprehensive academic program with enrichment in VAPA (Visual and Performing Arts), STEAM (Science, Technology, Engineering, Art, and Mathematics), and Life Skills, as well as service learning.

VISION

Members of VMCS create an enriched and engaging learning environment in which interests are discovered and transformed into strengths. Character is refined through self-awareness, acceptance of others, and service to the community. Above all, there is a commitment to ignite a love for learning and inspire a quest to fulfill one's unlimited potential as a unique human being.

Additionally, VMCS's education program is based on developing the following aptitudes:

- Proficient/advanced in foundational academic concepts and skills in reading, writing, speaking, listening, mathematics, science, and social science
- Awareness and development of personal talents (e.g., academic, athletic, visual/performing arts, and social-emotional) that become ability strengths
- Awareness and development of personal values (e.g., wisdom and knowledge, courage, humanity, justice, temperance, and transcendence) that become character strengths
- Healthy habits of diet, exercise, and mental well-being
- Leadership and teamwork skills developed through athletics, learning, and service opportunities
- Sense of responsibility for his or her community
- Experience and commitment to help others through service
- Appreciation for the purpose and value of life-long learning in formal and informal settings
- Understanding of career pathways and how to access them, including the ability to excel in a technological world

These aptitudes will enable scholars to become intrinsically motivated, competent, life-long learners.

DIVERSITY

The student body is more diverse than the surrounding traditional public schools in Anaheim with the following demographics:

- 76.89% Hispanic/Latino, 11.55% White, 3.59% Asian, 1.20% Filipino, 4.38% African American, 2.39% Multi-Ethnic
- 25.00% English Learner
- 66.93% Socio-economically Disadvantaged

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	31
Grade 1	31
Grade 2	29
Grade 3	30
Grade 4	60
Grade 5	30
Grade 6	31
Total Enrollment	242

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.4
Asian	3.3
Filipino	1.2
Hispanic or Latino	74
White	14.5
Two or More Races	1.2
Socioeconomically Disadvantaged	71.9
English Learners	22.7
Students with Disabilities	7.4
Foster Youth	0.4
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	9	11	11
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2020

For English-Language Arts, the teacher and scholars implement a Reading Workshop approach based on Daily 5 and CAFE with an emphasis on classroom libraries and self-selected reading materials. For Grades TK-2, Zoophonics is used to teach decoding to beginning readers. Learning A-Z, iReady Reading, and Words Their Way are also used as resources for all grade levels, with Newsela used for upper grade.

For mathematics, Ready Classroom was adopted for the 2020-2021 school year. However, teachers supplement this program to meet the needs of all scholars with programs such as Prodigy and Khan Academy. Also, iReady Mathematics is used across all grade levels. For science, FOSS Kits are used with its strong correlation with the Next Generation Science Standards. They also use resources such as Little Bits, VEX Robotics, and zSpace to enrich their scholars' experiences in science. For social studies, historical fiction literature, research, as well as field trips, enrich the scholars' experiences.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Zoophonics (Grades TK-2), Words Their Way (Grades TK-6), Learning A-Z (Grades TK-6), iReading Reading (TK-6), Newsela (Grades 3-6), and Daily 5 and CAFE with Classroom Libraries (Grades TK-6)	No	0
Mathematics	Ready Classroom (2020) (TK-6), iReady Mathematics (TK-6), Khan Academy (3-6), and Prodigy	Yes	0
Science	FOSS	Yes	0
History-Social Science	Standards-based, literature-driven, and teacher developed, with the use of the California Education and Environment Initiative (EEI) Curriculum	No	0

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

School Facility Conditions and Planned Improvements

Vibrant Minds Charter School (VMCS) operates in a single building, which was inspected and approved by the Orange County Public Works prior to the first day of instruction on August 17, 2015. Beginning in the 2016-2017 school year, the school has utilized the State of California Facilities Inspection Tool School Facility Conditions Evaluation to conduct semi-annual facilities inspections at the beginning of the school year in August, and in January. The most recent evaluation took place in August 2020.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: August 2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	45	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	43	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	32	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Parents' support for their children's education and engagement in the school are essential to maximize the effectiveness of Vibrant Minds Charter School (VMCS). During Parent/Teacher/Scholar Conferences after the first and second trimesters, parents review the progress of their children by acknowledging strengths, analyzing assessment scores, perusing portfolios, and discussing motivational levels and behavioral decisions. This information is documented on the trimester report cards.

Teachers provide ongoing communication to the parents via ParentSquare, which is associated with the Student Information System called Aeries. The parents also have access to their scholars' work on SeeSaw and/or Google Classroom, with the addition of the Aeries Parent Portal during the second trimester. The administration of VMCS also publishes weekly updates to ParentSquare, Facebook, and the webpage. Additionally, parent reminders are sent out in an electronic and hard copy format with an emphasis on scheduled events. VMCS's performance data, events, and success stories are shared via these multiple venues. To co-create an environment of respect and acceptance, families and staff share their cultural heritage throughout the school year.

Parents, teachers, and staff participate in monthly meetings of the Family and Staff Team (F.A.S.T.), as well as monthly meetings of the School Site Council (SSC) and English Learner Advisory Council (ELAC). Board Meetings also occur monthly, and one of the Board seats is filled by an elected parent representative. All parents are welcomed to attend all of these meetings. For more information regarding these meetings, as well as other ways to become involved in VMCS, please contact Dr. Debra J. Schroeder, the Executive Director, at dschroeder@vibrantminds.us or (714) 563-2390. Patty Fabian, our Community Liaison, and Judy Rivera, our Office Clerk, can also respond to questions and provide information in Spanish.

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.4	0.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

When opening as a new school in 2015-2016, GOALS Academy (now Vibrant Minds Charter School) obtained a Certificate of Occupancy issued by the Orange County Public Works. The school conducts monthly emergency drills, alternating among earthquake, fire, and intruder on campus scenarios. The most recent Safe School Plan was approved on January 17, 2020, by the School Site Council, as well as the Board. It will be revisited in January 2021. During the 2017-2018 school year in partnership with the Anaheim Police Department, there was a refinement in how the school plans to respond to an intruder on campus, and these modifications have been included in each updated Safe School Plan. Some details include the following. However, due to the pandemic, there are some additional references to school safety that are included in the VMCS Reopening Plan.

- Staff members provide support for the arrival and dismissal of scholars at the north (pedestrian) and south (vehicle) sides of the school
- Gates are locked during the instructional day, with pedestrian access on the north side controlled by a combination lock
- Staff, parents, and volunteers are given badges for ease of identification
- All visitors, volunteers, and contracted staff are vetted through the Raptor System, which is a visitor management system that performs background checks
- All staff members are equipped with communication devices for ease of communication (e.g., walkie-talkies and/or cell phones using Slack)

- Through the support of instructional assistants, the adult:scholar ratio during breakfast, recess, and lunch is no more than 1:32
- VMCS staff are first aid and CPR trained and certified
- Aeries (the school's Student Information System or SIS) is used to track various forms of data associated with physical safety
- The building and grounds are kept clean, well maintained, and safe through the efforts of staff and the purchase of supplies
- The building is supported by the necessary utilities
- The school is covered by the appropriate liability insurance

The complete Safe School Plan can be accessed on the school's webpage at <http://vibrantmnds.us/>.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	15	1	1		30		1					
1	30		1		30		1		31		1	
2	31		2		30		1		29	1		
3	30		1		30		2		30		1	
4	30		1		30		1		31		2	
5	30		1		31		1		30		1	
6	30		1		30		1		31		1	
Other**									32		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.3

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,225	\$5,881	\$5,344	\$60,000

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	N/A	\$90,925
Percent Difference - School Site and District	N/A	N/A	0.0	-41.0
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-36.7	-33.5

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

Types of Services Funded (Fiscal Year 2019-2020)

During the instructional day in 2019-2020, each classroom had the support of a credentialed teacher, as well as a highly qualified instructional assistant. There was also the support of two Teachers on Special Assignment (TOSAs) for Tier 3 support, as well as an education specialist to provide academic support to scholars under IEPs. Volunteers, college students completing field work, and student teachers were also welcomed to further decrease the adult:scholar ratio. This staffing and infusion of volunteers permitted greater differentiation, individualization, and personalization of instruction for each scholar. Additionally, after-school tutoring was offered on an as-needed basis to provide both individual and small group support.

Each classroom met the needs of English learners through a daily 30-minute block of designated English Language Develop (ELD) instruction, as well as integrated ELD throughout the day. The academic progress of our English learners was closely monitored, and the English Learner Master Plan was developed and implemented as part of the charter renewal process.

During the 2016-2017 school year, GOALS Academy (now Vibrant Minds Charter School) became a member of the El Dorado SELPA, which specializes in meeting the needs of public charter schools and their Special Education scholars. Because of the small size of our school, the Special Education staffing configuration is composed of both part-time and full-time educators. There is a full-time assistant director who specializes in Special Education, as well as a full-time education specialist. There is a part-time occupational therapist. Other needed services are contracted through Evidence Based Educational Services (e.g., nurse, speech therapist, counselor, psychologist, etc.).

After school, most of the school's scholars were involved in one of three after-school programs. The Little Labs Program for Grades TK through 2 is a fee-based, after-school enrichment program that focuses on enrichment in the arts and science, homework support, and physical fitness. Fees are waived if families opt to volunteer instead or if there are special circumstances. The Big Labs Program for Grades 3-6 offers a vast array of electives for scholars to choose from with three 50-minute sessions per day. The electives are taught by experts in their fields, and scholars may sign up for new electives each trimester. The GOALS Program is funded through an ASES Grant. In addition to homework support and athletics, including ice hockey, scholars build a sense of team spirit and community involvement. All three programs run from 3:00 to 6:00 p.m., with GFCA requiring a commitment of three hours per day, five days per week.

Our school also offered a full-service breakfast and lunch program, with the majority of the scholars qualifying for the free/reduced meal program. After-school snacks were provided to all scholars participating in after-school programming.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,650	\$51,004
Mid-Range Teacher Salary	\$91,456	\$82,919
Highest Teacher Salary	\$109,521	\$104,604
Average Principal Salary (Elementary)	\$135,945	\$131,277

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)		\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$281,801	\$230,860
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	10	5

TOPICS

For the 2017-2018 and 2018-2019 school years, teachers participated in five days of professional development. This was increased to ten days of professional development for the 2019-2020 school year due to the hiring of a number of first year teachers, and then returned to five days in 2020-2021. The Vibrant Minds Charter School (VMCS) professional development days occurred prior to the start of the school year in order to avoid non-scholar days during the school year. The teachers received a stipend for attending the five extra days. Primary areas of focus for the three most recent school years include:

- The Daily 5 in Reading
- CAFÉ in Reading
- Zoophonics
- Learning A-Z
- Words Their Way
- Writers Workshop (Process Writing and On Demand Writing)
- iReady Reading and iReady Mathematics
- Go Math! (Replaced by Ready Classroom)
- FOSS Science Kits
- zSpace
- Project-Based Learning
- Technology Infused Instruction (TIE)
- Common Core State Standards (CCSS)
- Backwards Design and Standards-Based Lesson Planning
- Using Assessments and Data to Inform Instruction
- Response to Instruction and Intervention (RtI)
- Instructional Differentiation, Individualization, and Personalization
- School-Wide Behavioral Support Plan
- Induction Program
- Tools, resources, and pedagogy to support distance learning due to COVID-19

METHODS

In addition to the pre-service professional development each summer, VMCS teachers participate in ongoing training in the school's philosophy, instructional materials, and pedagogy, with specific support related to each staff member's areas of responsibility (e.g., content areas, intervention/enrichment areas, and grade levels). During weekly collaboration time (i.e., Think Tank Meetings), teachers develop and analyze curriculum across the grade levels, discuss effective instructional strategies, examine scholars' work and assessment data, engage in "learning conversations," and/or review professional literature and research regarding curriculum and pedagogy. Teachers are also provided substitute teacher coverage (i.e., guest teachers) so they can be involved in professional development offerings outside of the school. Examples include Kindergarten Workshops, Zoophonics Trainings, Reading Workshop Sessions, Special Education Sessions, ELPAC Administration, CAASPP Administration, etc.

SUPPORT DURING IMPLEMENTATION

In 2020-2021, five of the twelve VMCS classroom teachers, educational specialist, and Teachers on Special Assignment (TOSAs) have Clear Credentials. The seven newer teachers have Preliminary Credentials and are participating in the Teacher Induction Program provided by the Orange County Department of Education (two in Year 1 and five in Year 2). Two of the VMCS teachers, the assistant director, and the director serve as Teacher Induction Support Providers.

The assistant director, who also coordinates the Special Education Program, observes, coaches, and evaluates the instructional assistants. With the support of the assistant director, the director observes, coaches, and evaluates the certificated staff. She conducts informal and unscheduled classroom observations at least once a week and provides feedback as needed. She also conducts formal observations two times a year, as well as completes mid-year and end-of year evaluations for each certificated staff member.