

Vibrant Minds Charter School (VMCS)

2021 School Accountability Report Card

VIBRANT MINDS



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School 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
School Website	https://www.vibrantminds.us/
County-District-School (CDS) Code	30-66423-0131417

2021-22 District 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
District Website Address	https://www.vibrantminds.us/

2021-22 School Overview

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 240 for the 2021-2022 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, 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 modified 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 engagement 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.

2021-22 School Overview

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:

- 72.9% Hispanic/Latino, 13.1% White, 3.6% Asian, 1.6% Filipino, 4.8% African American, .8% American Indian/Alaska Native, and 2.4% Multi-Ethnic
- 24.7% English Learner
- 67.7% Socio-Economically Disadvantaged

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	32
Grade 1	32
Grade 2	32
Grade 3	32
Grade 4	32
Grade 5	59
Grade 6	32
Total Enrollment	251

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	3.6
Black or African American	4.8
Filipino	1.6
Hispanic or Latino	72.9
Two or More Races	2.4
White	13.1
English Learners	24.7
Foster Youth	0.4
Homeless	0.8
Socioeconomically Disadvantaged	67.7
Students with Disabilities	10.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

For English-Language Arts (ELA), the teacher and scholars implement a Reading Workshop approach based on Daily 5 and CAFE pedagogy with an emphasis on classroom libraries and self-selected reading materials. The teachers make use of a variety of resources for their focus lessons in the areas of reading and writing, which are included in the table below. To differentiate, individualize, and personalize ELA instruction to engage each scholar at his/her appropriate instructional level, additional resources are purchased as requested by teachers and needed by scholars. Our Reading Workshop approach is considered to be more effective than a typical packaged ELA Program. Also, iReady Reading Digital Resources are used across all grade levels for differentiation and individualization, as well as a means of assessing the scholars' growth in ELA.

For mathematics, Ready Classroom Mathematics was adopted during 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 Digital Resources are used across all grade levels for differentiation and individualization, as well as a means of assessing the scholars' growth.

For science, FOSS Kits are used with their strong correlation with the Next Generation Science Standards. For history-social science, historical fiction literature, research, and field trips enrich the scholars' experiences, as well as the use of the California Education and Environment Initiative (EEI) Curriculum. Project Based Learning (PBL) is implemented as a cross-curricular experience to provide a more meaningful and engaging learning experience, as well as to teach the 5 C's (i.e., Critical Thinking, Creativity, Communication, Collaboration, and Character/Citizenship).

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heggerty Phonemic Awareness Curriculum (TK-1), Zoophonics (Grades TK-2), Raz Kids (TK-2), Reading A-Z (TK-3), iReading Reading Digital Resources (TK-6), Readworks (TK-6), Ready Reading (K-6), Ready Writing (2-5), Magnetic Reading (3-5), NewsELA (Grades 3-6), WordlyWise (2-6), and Daily 5 and CAFE with Classroom Libraries (Grades TK-6)	No	0
Mathematics	Ready Classroom Mathematics (TK-6), iReady Mathematics Digital Resources (TK-6), Prodigy (TK-6), and Khan Academy (3-6)	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
Foreign Language	n/a		
Health	n/a		
Visual and Performing Arts	n/a		
Science Laboratory Equipment (grades 9-12)	n/a		

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 2021.

Year and month of the most recent FIT report August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes 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).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	NT	NT	NT	NT
Female	71	NT	NT	NT	NT
Male	84	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	120	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	21	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	22	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	NT	NT	NT	NT
Female	71	NT	NT	NT	NT
Male	84	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	120	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	21	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	22	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iReady Reading and Mathematics Student Groups	iReady Reading and Mathematics Total Enrollment	iReady Reading and Mathematics Number Tested	iReady Reading and Mathematics Percent Tested	iReady Reading and Mathematics Percent Not Tested	iReady Reading and Mathematics Percent At or Above Grade Level
All Students	158	150	94.94	5.06	46
Female	70	70	100	0	42.86
Male	88	79	89.77	10.23	49.37

American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	115	115	100	0	41.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100	0	57.14
English Learners	34	33	97.06	2.94	18.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	108	105	97.22	2.78	41.9
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	25	25	100	0	24

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Reading and Mathematics Student Groups	iReady Reading and Mathematics Total Enrollment	iReady Reading and Mathematics Number Tested	iReady Reading and Mathematics Percent Tested	iReady Reading and Mathematics Percent Not Tested	iReady Reading and Mathematics Percent At or Above Grade Level
All Students	158	149	94.3	5.7	46.31
Female	70	70	100	0	38.57
Male	88	78	88.64	11.36	53.85
Hispanic or Latino	114	114	100	0	44.74
White	21	21	100	0	47.62
English Learners	34	33	97.06	2.94	15.15
Socioeconomically Disadvantaged	108	103	95.37	4.63	38.83
Students with Disabilities	25	24	96	4	16.67

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	NT	NT	NT	NT
Female	27	NT	NT		
Male	33	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	43	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	11	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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, behavioral decisions, and attendance patterns. 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, as well as documented progress in the Aeries Parent Portal. 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, Isabel Dominguez, and Rosa Chavez, our office staff, can also respond to questions and provide information in Spanish.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	255	253	19	7.5
Female	121	119	8	6.7
Male	134	134	11	8.2
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	0	0.0
Black or African American	11	11	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	197	195	16	8.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	29	29	2	6.9
English Learners	64	63	1	1.6
Foster Youth	1	1	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	176	175	18	10.3
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	32	32	2	6.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	0.39	0.01	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.19	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

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 February 10, 2021, by the VMCS Board, after being presented and approved by the School Site Council. It will be revisited in January and February of 2022. 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 backgrounds 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

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		1	
1	30		1	
2	30		1	
3	30		2	
4	30		1	
5	31		1	
6	30		1	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1	31		1	
2	29		1	
3	30		1	
4	31		2	
5	30		1	
6	31		1	
Other	32		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32		1	
1	32		1	
2	32		1	
3	32		1	
4	32		1	
5	30		2	
6	32		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,557	\$3,067	\$8,490	\$61,200
District	N/A	N/A	\$8,490	\$93,616
Percent Difference - School Site and District	N/A	N/A	0.0	-41.9
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	0.5	-33.5

2020-21 Types of Services Funded

During the 2020-2021, Vibrant Minds Charter School (VMCS) provided distance learning through March 1, 2021, due to the Covid-19 pandemic. This was not the preferred model of instruction for VMCS with our belief in the power of in-person instruction. During distance learning, a child care center was established on campus for all grade levels. The scholars were taught by the teachers via Zoom, while monitored and supported by staff members from GOALS Inc. On March 1, 2021, the school was able to lease a second site to support the required physical distancing for reopening. Our scholars were then able to experience in-person instruction or distance learning, depending upon each family's preference. The majority of the families chose in-person instruction. The after-school program through GOALS Inc. was also reinstated from 3:00-6:00 p.m.

During the instructional day in 2020-2021, each classroom had the support of a credentialed teacher, as well as a highly qualified instructional assistant. There was also the support of three 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 was composed of both part-time and full-time educators. There was a full-time assistant director who specializes in Special Education, as well as a full-time education specialist. There was a part-time occupational therapist. Other needed services were 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 was an after-school enrichment program that focused on enrichment in the arts and science, homework support, and physical fitness. The Big Labs Program for Grades 3-6 offered a vast array of electives for scholars to choose from with three 50-minute sessions per day. The electives were taught by experts in their fields, and scholars were able to sign up for new electives each trimester. The GOALS Program was funded through an ASES Grant. In addition to homework support and athletics, including ice hockey, scholars built a sense of team spirit and community involvement. All three programs ran from 3:00 to 6:00 p.m., with GFGA 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,763	\$52,060
Mid-Range Teacher Salary	\$93,285	\$84,043
Highest Teacher Salary	\$113,241	\$107,043
Average Principal Salary (Elementary)	\$148,911	\$133,582
Average Principal Salary (Middle)	\$0	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$287,437	\$240,628
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

TOPICS

For the 2017-2018 and 2018-2019 school years, all teachers participated in five days of professional development. This was increased to ten days of professional development for all teachers 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 and 2021-2022 for all teachers, with an additional five days for new teachers. 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 professional development 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
- Writers Workshop (Process Writing and On Demand Writing)
- iReady Reading and iReady Mathematics
- Ready Classroom Mathematics
- FOSS Science Kits
- 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 (Rtl)
- Instructional Differentiation, Individualization, and Personalization
- School-Wide Behavioral Support Plan
- Zones of Regulation
- 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 2021-2022, seven of the twelve VMCS classroom teachers, educational specialist, and Teachers on Special Assignment (TOSAs) have Clear Credentials. The five newer teachers have Preliminary Credentials and are participating in the Teacher Induction Program provided by the Orange County Department of Education (three in Year 1 and two in Year 2). Our part-time physical education teacher is also involved in the Year 1 Induction Program. Three of the VMCS teachers and the assistant director serve as Teacher Induction Support Providers.

The assistant director, who also coordinates the Special Education Program, and the executive director observes, coaches, and evaluates the instructional assistants and teachers. For the teachers, they conduct informal and unscheduled classroom observations at least once a week and provide feedback as needed. They also conduct formal observations two times a year, as well as complete mid-year and end-of year evaluations for each certificated staff member.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Vibrant Minds Charter School (VMCS)

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District 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
District Website Address	https://www.vibrantminds.us/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	8856	7	0.08	99.92	--
Female	4267	0	0.00	100.00	--
Male	4588	7	0.15	99.85	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	376	0	0.00	100.00	--
Black or African American	125	0	0.00	100.00	--
Filipino	126	0	0.00	100.00	--
Hispanic or Latino	7596	6	0.08	99.92	--
Native Hawaiian or Pacific Islander	31	0	0.00	100.00	--
Two or More Races	230	0	0.00	100.00	--
White	359	1	0.28	99.72	--
English Learners	4055	2	0.05	99.95	--
Foster Youth	74	1	1.35	98.65	--
Homeless	1548	4	0.26	99.74	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	7747	5	0.06	99.94	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	1333	7	0.53	99.47	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	8857	7	0.08	99.92	--
Female	4268	0	0.00	100.00	--
Male	4588	7	0.15	99.85	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	376	0	0.00	100.00	--
Black or African American	125	0	0.00	100.00	--
Filipino	126	0	0.00	100.00	--
Hispanic or Latino	7597	6	0.08	99.92	--
Native Hawaiian or Pacific Islander	31	0	0.00	100.00	--
Two or More Races	230	0	0.00	100.00	--
White	359	1	0.28		--
English Learners	4056	2	0.05	99.95	--
Foster Youth	74	1	1.35	98.65	--
Homeless	1548	4	0.26	99.74	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	7748	5	0.06	99.94	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	1333	7	0.53	99.47	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.