

Vibrant Minds Charter School (VMCS)

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 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., Founding/Executive Director
Email Address	dschroeder@vibrantminds.us
School Website	https://www.vibrantminds.us/
County-District-School (CDS) Code	30-66423-0131417

2022-23 District Contact Information

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

2022-23 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 2022-2023 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 through mentoring and character development. Some of these offerings were modified during the pandemic, but they have been reinstated in the 2021-2022 and 2022-2023 school years. 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, as well as the Leader in Me 7 Habits for Success. 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.

2022-23 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, service opportunities, and Project-Based Learning
- 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:

- 74.69% Hispanic/Latino, 11.02% White, 3.67% Asian, 1.63% Filipino, 4.08% African American, and 4.90% Multi-Ethnic
- 24.08% English Learner
- 64.89% Socio-Economically Disadvantaged
-

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	28
Grade 2	31
Grade 3	31
Grade 4	31
Grade 5	31
Grade 6	54
Total Enrollment	237

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	0.0
Asian	3.8
Black or African American	4.2
Filipino	2.1
Hispanic or Latino	75.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.7
White	12.2
English Learners	24.5
Foster Youth	0.0
Homeless	0.8
Migrant	0.8
Socioeconomically Disadvantaged	62.0
Students with Disabilities	13.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.00	100.00	708.10	94.91	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.13	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.10	0.01	12115.80	4.41
Unknown	0.00	0.00	36.80	4.94	18854.30	6.86
Total Teaching Positions	8.00	100.00	746.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 access to self-selected reading materials. Reading Workshop provides the structure that permits flexible small group instruction to effectively and efficiently meet the needs of all scholars through differentiation, individualization, and personalization. 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. The major resources are Heggerty Phonemic Awareness Curriculum and Zoo Phonics for the development of decoding skills. From Curriculum Associates publishers, VMCS uses Ready Common Core Reading (Grades TK-6), Magnetic Reading (Grades TK-6), Ready Writing (Grades 2-5), and SIPPS (intervention support). Additional resources are purchased as requested by teachers and needed by scholars. 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 2022

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), Ready Common Core Reading (K-6), Magnetic Reading (K-5), Ready Writing (2-5), SIPPS (intervention, Grades 2-6), iReady Reading Digital Resources (TK-6), NewsELA (Grades 3-6), WordlyWise (2-6), and Daily 5 and CAFE with Classroom Libraries (Grades TK-6)	Yes	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.	Yes	0

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 2022

School Facility Conditions and Planned Improvements

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: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	39	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	26	N/A	20	N/A	33

2021-22 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	145	98.64	1.36	39.31
Female	60	60	100.00	0.00	31.67
Male	87	85	97.70	2.30	44.71
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	113	111	98.23	1.77	33.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	61.11
English Learners	37	36	97.30	2.70	11.11
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	92	90	97.83	2.17	38.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	26	96.30	3.70	19.23

2021-22 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	147	145	98.64	1.36	26.21
Female	60	60	100.00	0.00	15.00
Male	87	85	97.70	2.30	34.12
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	113	111	98.23	1.77	21.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	38.89
English Learners	37	36	97.30	2.70	5.56
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	92	90	97.83	2.17	24.44
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	26	96.30	3.70	23.08

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	23.33	NT	15.83	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	30	96.77	3.23	23.33
Female	12	12	100	0	25
Male	19	18	94.74	5.26	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96	4	20.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	21	95.45	4.55	23.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2022-23 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' progress using 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 Founding/Executive Director, at dschroeder@vibrantminds.us or (714) 563-2390. Patty Fabian, Isabel Dominguez, and Isabel Salas, our office staff, can also respond to questions and provide information in English and Spanish.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	248	244	59	24.2
Female	113	111	24	21.6
Male	135	133	35	26.3
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	7	77.8
Black or African American	11	11	4	36.4
Filipino	5	5	0	0.0
Hispanic or Latino	189	186	44	23.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	0	0.0
White	30	29	4	13.8
English Learners	64	63	12	19.0
Foster Youth	0	0	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	159	157	44	28.0
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	42	41	10	24.4

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.01	0.31	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 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	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 Comprehensive School Safety Plan (CCSP) is reviewed yearly. The current CCSP is dated December 28, 2021. For the 2022-2023 school year, a revised CCSP will be presented for feedback and approval to the School Site Council on January 5, 2023, and the School Board on January 11, 2023. 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 CSSP. Some details include the following. However, due to the recent 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 south side of the school.
- * Gates are locked during the instructional day, with pedestrian access on the north side controlled by a gate code.
- * 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 and playground supervisors, 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 Comprehensive School Safety 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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	31		1	
1	28		1	
2	31		1	
3	31		1	
4	31		1	
5	31		1	
6	40		1	1

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$96,606
Percent Difference - School Site and District	N/A	N/A	0.0	-44.9
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	25.1	-35.1

2021-22 Types of Services Funded

During the 2021-2022 school year, Vibrant Minds Charter School (VMCS) fully returned to in-person teaching/learning. After the implementation of the distance learning model from March 16, 2020, through May 28, 2021, many of our scholars had unprecedented areas of academic gaps and social-emotional needs upon their return to in-person instruction. Unfortunately the 2021-2022 and 2022-2023 school years continue to have lower than typical attendance, which has impacted the scholars' progress. For this reason, additional services are offered with the support of designated funds.

During the instructional day in 2022-2023, each classroom has the support of a fully credentialed teacher, as well as a highly qualified instructional assistant. In four out of the eight classrooms, there is an additional instructional assistant providing 1:1 Special Education support as indicated in four scholars' IEPs. There is also the support of 3.5 Teachers on Special Assignment (TOSAs) for Tier 3 intervention, as well as an education specialist and instructional assistant to provide academic support to scholars under IEPs. Volunteers, college students completing field work, and student teachers are also welcomed to further decrease the adult:scholar ratio. This staffing and infusion of volunteers permit greater differentiation, individualization, and personalization of instruction for each scholar. There is also a TOSA who provides curriculum and instruction development and implementation and a TOSA who supports Project Based Learning.

Each classroom meets 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 is 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. The Assistant Director specializes in Special Education and coordinates our program. There is also a full-time Education Specialist. There is a part-time Speech Therapist and Occupational Therapist, as well as a Counselor who splits her time between Special Education and General Education services. Other needed services are contracted through Evidence Based Educational Services and Stepping Stones Therapy (e.g., nurse, psychologist, specialized assessments, etc.).

After school, the majority of the school's scholars are involved in one of the after-school programs. The Little Labs Program for Grades TK through 2 is an after-school program that focuses on enrichment in the arts and science, homework support, and physical fitness. 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 on Monday, Wednesday, and Friday. The electives are taught by experts in their fields, and scholars are able to sign up for new electives each trimester. On Tuesday and Thursday, there is a focus on Project Based Learning with an integrative approach to learning, including the development of the 5 Cs (Critical Thinking, Creativity, Communication, Collaboration, and Character/Compassion). The after-school program is funded through an ASES Grant. After-school program is offered from 3:00 to 6:00 p.m. Additionally, before/after-school tutoring is offered on an as-needed basis to provide both individual and small group support

The Summer Academy has been offered after the 2020-2021 and 2021-2022 school year. The latest program ran from 8:30 a.m. to 6:00 p.m. for a total of 30 days. As long as funding permits, VMCS will continue to offer the Summer Academy.

As permitted by the State and Federal Meal Program, our school offers a full-service, universal breakfast and lunch program. After-school snacks are provided to all scholars participating in after-school programming. VMCS contracts with the Anaheim Union High School District for food services.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$57,927	\$52,641
Mid-Range Teacher Salary	\$89,377	\$83,981
Highest Teacher Salary	\$115,656	\$107,522
Average Principal Salary (Elementary)	\$148,886	\$136,247
Average Principal Salary (Middle)		\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$291,749	\$242,166
Percent of Budget for Teacher Salaries	31%	34%
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, 2021-2022, and 2022-2023 for all teachers. The Vibrant Minds Charter School (VMCS) professional development days occur prior to the start of the school year in order to avoid non-scholar days during the school year. The teachers receive a stipend for attending the professional development days. Primary areas of focus for the three most recent school years include:

- The Science of Reading
- 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 Reading and Magnetic Reading
- Ready Classroom Mathematics
- FOSS Science Kits
- GLAD
- 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
- Zones of Regulation
- Induction Program
- Tools, resources, and pedagogy to support distance learning due to COVID-19

METHODS

Professional Development

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 Sessions and Teacher Led Collaboration Sessions), 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 guest 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 2022-2023, eight of the 14 VMCS classroom teachers, educational specialist, and Teachers on Special Assignment (TOSAs) have Clear Credentials. The six 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 four in Year 2). Our part-time physical education teacher is also involved in the Year 2 Induction Program. Two 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.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5