

Vibrant Minds Charter School (VMCS)

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Vibrant Minds Charter School (VMCS)
Street	1450 E. La Palma Ave. (Temporary Location)
City, State, Zip	Anaheim, CA 92805
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/
Grade Span	
County-District-School (CDS) Code	30-66423-0131417

2025-26 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	https://www.vibrantminds.us/

2025-26 School Description and Mission Statement

Vibrant Minds Charter School (VMCS) is a public charter school authorized by the Anaheim Elementary School District to serve scholars in Grades TK-6. The school was formerly known as GOALS Academy, but it underwent a complete organizational restructuring for the 2020-2021 school year. 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 468 for the 2028-2029 school year. We are in the process of gradually increasing our enrollment each school year beginning in 2025-2026 with the purchase and modernization of our new facility. 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. 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,

2025-26 School Description and Mission Statement

there is a commitment to ignite a love for learning and inspire a quest to fulfill one's unlimited potential as a unique human being.

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

- Proficient/advanced in foundational academic concepts and skills in reading, writing, speaking, listening, mathematics, science, and social science
- Awareness and development of personal talents (e.g., academic, athletic, visual/performing arts, and social-emotional) that become ability strengths
- Awareness and development of personal values (e.g., wisdom and knowledge, courage, humanity, justice, temperance, and transcendence) that become character strengths
- Healthy habits of diet, exercise, and mental well-being
- Leadership and teamwork skills developed through athletics, learning, 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 based on enrollment data in 2025-2026:

- 65.00% Hispanic/Latino, 9.40% White, 5.7% Asian, 4.20% African American, 2.70% Filipino, .30% American Indian, 10.60% Multi-Ethnic, and 2.10% Unknown
- 14.60% English Learner
- 63.40% Socio-Economically Disadvantaged
- 14.60% Special Education

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	22
Kindergarten	30
Grade 1	31
Grade 2	31
Grade 3	32
Grade 4	33
Grade 5	31
Grade 6	32
Total Enrollment	242

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
Asian	5.0
Black or African American	4.5
Filipino	2.1
Hispanic or Latino	69.8
Two or More Races	6.2
White	11.2
English Learners	21.2
Foster Youth	0.41
Homeless	0.83
Socioeconomically Disadvantaged	62.0
Students with Disabilities	15.7

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.

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)	8	100	723.1	94.45	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.5	1.11	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.1	0.01	11953.1	4.28
Unknown/Incomplete/NA	0	0	33.9	4.43	15831.9	5.67
Total Teaching Positions	8	100	765.6	100	279044.8	100

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.

2022-23 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)	9	100	681.6	92.89	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.3	0.59	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.2	0.03	11746.9	4.23
Unknown/Incomplete/NA	0	0	47.6	6.49	14303.8	5.15
Total Teaching Positions	9	100	733.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	9.4	100	670.4	92.72	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4	0.55	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.1	0.16	12112.8	4.34
Unknown/Incomplete/NA	0	0	47.5	6.57	13705.8	4.91
Total Teaching Positions	9.4	100	723	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

For English-Language Arts (ELA), the school has made a transition from an emphasis on Reading Workshop based on Daily 5 and CAFE pedagogy to a Science of Reading (SOR) approach. This change was deemed to be necessary based on assessment data highlighting the number of struggling scholars in the areas of reading and writing, as well as new evidence supporting the effectiveness of SOR. However, the best of Daily 5 and CAFE remain as part of our program, especially the need for classroom libraries and the importance of scholars choosing books for themselves to engender a love for reading. Reading Workshop also 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 Core Knowledge for TK and Heggerty Phonemic Awareness Curriculum and Zoo Phonics for the development of decoding skills in Grades TK-K. From Curriculum Associates publishers, VMCS uses Ready Common Core Reading (Grades K-6), Magnetic Reading (Grades K-5), Ready Writing (Grades 2-5), Common Lit 360 (Grade 6), 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 in mathematics.

For science for the 2024-2025 school year we transitioned to Teachers Curriculum Institute's (TCI's) Bring Science Alive! for Grades K-5 and the TCI Middle School Program for Grade 6. The TCI science curriculum is designed with the California Education and Environment Initiative (EEI) Curriculum. Additionally, instruction is supported through the use of TCI's Social Studies Alive! in Grades K-5 and History Alive! in Grade 6. 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The following instructional resources are used per grade level: Grade TK -- Core Knowledge Language Arts Pre K published by Core Knowledge Grades TK-K -- Heggerty Phonemic Awareness Curriculum and Zoophonics Grades K-2 -- Magnetic Foundations Student Workbook published by Curriculum Associates	0

	<p>Grades 3-5 -- Magnetic Comprehension Student Book published by Curriculum Associates</p> <p>Grade 6 -- CommonLit 360 6th Grade Curriculum published by CommonLit, Inc.</p> <p>Grade K-6 -- iReady Reading Digital Resources</p> <p>Grades TK-6 -- Daily 5 and CAFE with Classroom Libraries</p> <p>Grades 2-5 -- Ready Writing by Curriculum Associates</p> <p>Grades 1-6 -- SIPPS for Intervention</p> <p>Grades K-6 -- Zaner-Bloser Handwriting published by Zaner-Bloser</p>	
Mathematics	<p>The following instructional resources are used per grade level:</p> <p>Grade TK -- Dimensions Math Textbook and Workbook PK A and B published by Singapore Math</p> <p>Grades K-6 -- Classroom Mathematics California Student Worktext published by Curriculum Associates</p> <p>Grades K-6 -- iReady Mathematics Digital Resources</p> <p>Grades K-6 -- Prodigy</p> <p>Grades 3-6 -- Khan Academy</p>	0
Science	<p>The following resource are used per grade level:</p> <p>Grades K-5 -- Bring Science Alive! published by Teachers Curriculum Institute (TCI)</p> <p>Grade 6 -- Middle School Science published by Teachers Curriculum Institute (TCI)</p>	0
History-Social Science	<p>The following resources are used per grade level:</p> <p>Grades K-5 Social Studies Alive! published by Teachers Curriculum Institute (TCI)</p> <p>Grade 6 -- History Alive! by Teachers Curriculum Institute (TCI)</p>	0
Foreign Language	n/a	
Health	n/a	
Visual and Performing Arts	n/a	
Science Laboratory Equipment (grades 9-12)	n/a	
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

Vibrant Minds Charter School (VMCS) is currently operating in a temporary facility, which is leased from the St. Anthony Claret Catholic Church. Prior to our occupancy, the school building, including the restrooms, underwent major renovation. The school utilizes 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 2025.

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		

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	56	66	28	30	47	48
Mathematics (grades 3-8 and 11)	45	54	24	23	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	129	125	96.90	3.10	66.40
Female	64	63	98.44	1.56	74.60
Male	65	62	95.38	4.62	58.06
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	93	98.94	1.06	62.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	63.64
English Learners	25	25	100.00	0.00	36.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	74	97.37	2.63	67.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	21	84.00	16.00	28.57

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	129	126	97.67	2.33	53.97
Female	64	63	98.44	1.56	52.38
Male	65	63	96.92	3.08	55.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	93	98.94	1.06	48.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	66.67
English Learners	25	25	100.00	0.00	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	74	97.37	2.63	47.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	22	88.00	12.00	9.09

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	38.71	54.84	19.56	19.57	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	31	96.88	3.12	54.84
Female	20	19	95.00	5.00	57.89
Male	12	12	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	22	95.65	4.35	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	18	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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%

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.

2025-26 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 publishes weekly updates to ParentSquare 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, including Facebook and Instagram. 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 School Site Council (SSC) and English Learner Advisory Council (ELAC). F.A.S.T. (Family and Staff Team) Meetings are also scheduled on a regular basis, which is the VMCS equivalent of a PTA. Board Meetings also occur monthly, and one of the Board seats is filled by a nominated 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 Yvette LaValle, the Coordinator of Parent Engagement and Special Events, at ylavalle@vibrantminds.us. Feel free to also call the school at (714) 563-2390. Our office is staffed by Patty Fabian, Isabel Salas, Anaiss Servin, and Isabel Dominguez who can respond to questions and provide information in English and Spanish.

VMCS applied for and received a California Community Schools Partnership Program (CCSPP) Planning Grant, as well as the Implementation Grant. We applied for these two grants because we believe in the power of scholars, staff, parents, and the community working together for maximum school effectiveness. The 2024-2025 school year represented our second year of the CCSPP Planning Grant and the 2025-2026 school represents our first year of the CCSPP Implementation Grant. We continue to seek out and implement many approaches to creating a strong network of support for our scholars and their families.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	256	248	48	19.4
Female	121	116	27	23.3
Male	135	132	21	15.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	3	23.1
Black or African American	11	11	3	27.3
Filipino	--	--	--	--
Hispanic or Latino	180	173	38	22.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	11	1	9.1
White	29	29	2	6.9
English Learners	55	53	12	22.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	202	197	45	22.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	41	40	9	22.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.4	0.39	0.81	0.97	0.9	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.39	0.00
Female	0.83	0.00
Male	0.00	0.00
Non-Binary	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	0.56	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	0.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our scholars and staff abide by the PBIS focus on being responsible, respectful, safe, and kind, and there is a strong emphasis on safety. We have to make some shifts while at our temporary school campus located at St. Anthony Claret Church at 1450 E. La Palma Ave., Anaheim while our forever home at 330 W. Broadway, Anaheim is being modernized. The school continues to conduct monthly emergency drills, alternating among earthquake, fire, and intruder on campus scenarios. The Comprehensive School Safety Plan (CSSP) is reviewed yearly. The current CSSP was presented to the School Site Council (SSC) for input on November 6, 2025. It then had its Public Hearing for input at the Board Meeting on November 19, 2025. It was then approved at the Board Meeting on December 10, 2025. 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.

- * Staff members provide support for the arrival and dismissal of scholars. This process required a major shift due to our temporary location.
- * Gates are locked during the instructional day, with pedestrian access requiring entry into the school office.
- * Staff, parents, and volunteers are given badges for ease of identification.
- * All visitors, volunteers, and contracted staff are vetted through the Raptor System, which is a visitor management system that performs background checks.
- * All staff members are equipped with communication devices for ease of communication (e.g., walkie-talkies and/or cell phones using Slack).
- * Through the support of instructional assistants 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, as well as trained as Mandated Reporters.
- * 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.

A summary of the 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	26	1	1	0
1	32	0	1	0
2	30	0	1	0
3	32	0	1	0
4	31	0	1	0
5	32	0	1	0
6	32	0	1	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	1	1	0
1	32	0	1	0
2	31	0	1	0
3	33	0	0	0
4	32	0	1	0
5	32	0	1	0
6	31	0	1	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	29		1	
1	33			
2	32		1	
3	32		1	
4	32		1	
5	32		1	
6	31		1	

2024-25 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	242

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$20,258.00	\$4,765.00	\$15,493.00	\$57,831.00
District	N/A	N/A	\$15,493.00	\$62,523.20
Percent Difference - School Site and District	N/A	N/A	0.0	-7.8
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	32.6	-55.0

Fiscal Year 2024-25 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 continued to have lower than typical attendance, which impacted the scholars' progress. For this reason, additional services were offered during the 2023-2024 school year and continued to be offered during 2024-2025 with the support of designated funds. These additional funds are now depleted. Fortunately, our scholars' academic recovery has been strong.

During the instructional day in 2024-2025, each classroom had the support of a fully credentialed teacher, as well as a highly qualified instructional assistant. In Grades TK, K, 1, 2, and 3, a Resident Teacher was also in place in preparation for our future increase in enrollment. In four out of the eight classrooms, there was an additional instructional assistant providing 1:1 Special Education support as indicated in four scholars' IEPs. There was also an additional instructional assistant in the TK classroom. There was also the support of four Teachers on Special Assignment (TOSAs) for English Learner support and 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 were also welcomed to further decrease the adult:scholar ratio. The staffing and infusion of volunteers permitted greater differentiation, individualization, and personalization of instruction for each scholar. There was also a TOSA who supported Project Based Learning (PBL) and a Coordinator who supported new teachers and our Teacher Residency Program.

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. The Assistant Director specializes in Special Education and coordinates our program. There was also a full-time Education Specialist. There was a part-time Speech Therapist, Occupational Therapist, and School Psychologist, as well as a Counselor who provided General Education social-emotional support. Other needed services (e.g., nurse, adapted physical education, specialized assessments, etc.) were contracted through outside agencies.

After school, the majority of the school's scholars were involved in one of the three 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. The 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

Fiscal Year 2024-25 Types of Services Funded

both individual and small group support

The Summer Academy has been offered after the 2020-2021, 2021-2022, 2022-2023, and 2023-2024 school years. The latest program ran from 8:30 a.m. to 6:00 p.m. for a total of 30 days, with 15 days primarily focused on English language arts and 15 days primarily focused on mathematics. 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$65,813	\$61,597
Mid-Range Teacher Salary	\$101,546	\$98,902
Highest Teacher Salary	\$132,436	\$126,340
Average Principal Salary (Elementary)	\$171,790	\$158,383
Average Principal Salary (Middle)		\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$331,472	\$288,332
Percent of Budget for Teacher Salaries	28.19%	31.29%
Percent of Budget for Administrative Salaries	5.89%	5.38%

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 all school years from 2020-2021 to 2024-2025. During the 2023-2024 and 2024-2025 school years, three of the Vibrant Minds Charter School (VMCS) professional development days occurred prior to the start of the school year, and two occurred during the school year. For the 2025-2026 school year, the staff participated in five professional development days prior to the start of the school year, as well as one day during the school year. The teachers receive a stipend for attending any professional development days beyond their 191-day work year. Primary areas of focus for the most recent school year include:

- The Science of Reading
- Writers Workshop (Process Writing and On Demand Writing)
- Ready Reading and Magnetic Reading
- iReady Reading/Data Analysis
- Ready Classroom Mathematics
- Cognitively Guided Instruction (CGI)
- iReady Mathematics/Data Analysis
- GLAD

Professional Development

- Project-Based Learning and Deeper Learning
- Technology Infused Instruction (TIE), Including Use of Smart Board
- Thinking Maps
- Common Core State Standards (CCSS)
- Backwards Design for Year-Long Curriculum Mapping and Standards-Based Lesson Planning
- Using Assessments and Data to Inform Instruction
- Response to Instruction and Intervention (RtI)
- SIPPS
- Instructional Differentiation, Individualization, and Personalization (DIP)
- School-Wide Behavioral Support Plan
- Zones of Regulation
- Induction Program

METHODS

In addition to the pre-service professional development each summer and the one day during the school year, 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, Science of Reading Trainings, Special Education Sessions, ELPAC Administration, CAASPP Administration, etc.

SUPPORT DURING IMPLEMENTATION

In 2025-2026, all but five out of the 20 VMCS classroom teachers, educational specialist, and Teachers on Special Assignment (TOSAs) have Clear Credentials. The five newer teachers have a Preliminary Credential and is participating in the Teacher Induction Program provided by Hope International University (Years 1 and 2). Designated VMCS teachers serve as the Teacher Induction Support Providers.

The assistant director, who also coordinates the Special Education Program, and the founding/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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6