

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Aurum Preparatory Academy

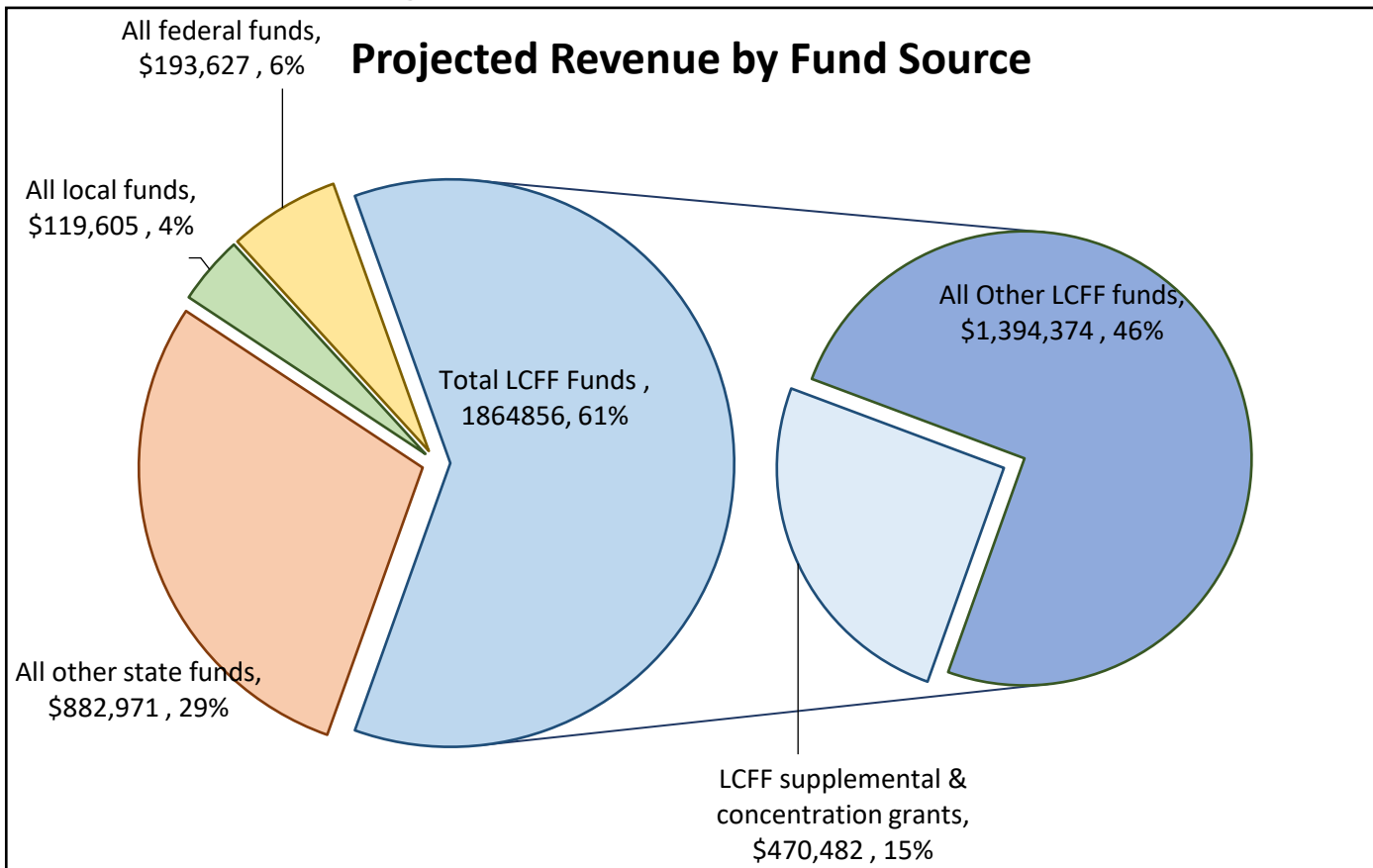
CDS Code: 01-10017-0137448

School Year: 2024-25

LEA contact information: Vincent Hayes, Board President

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

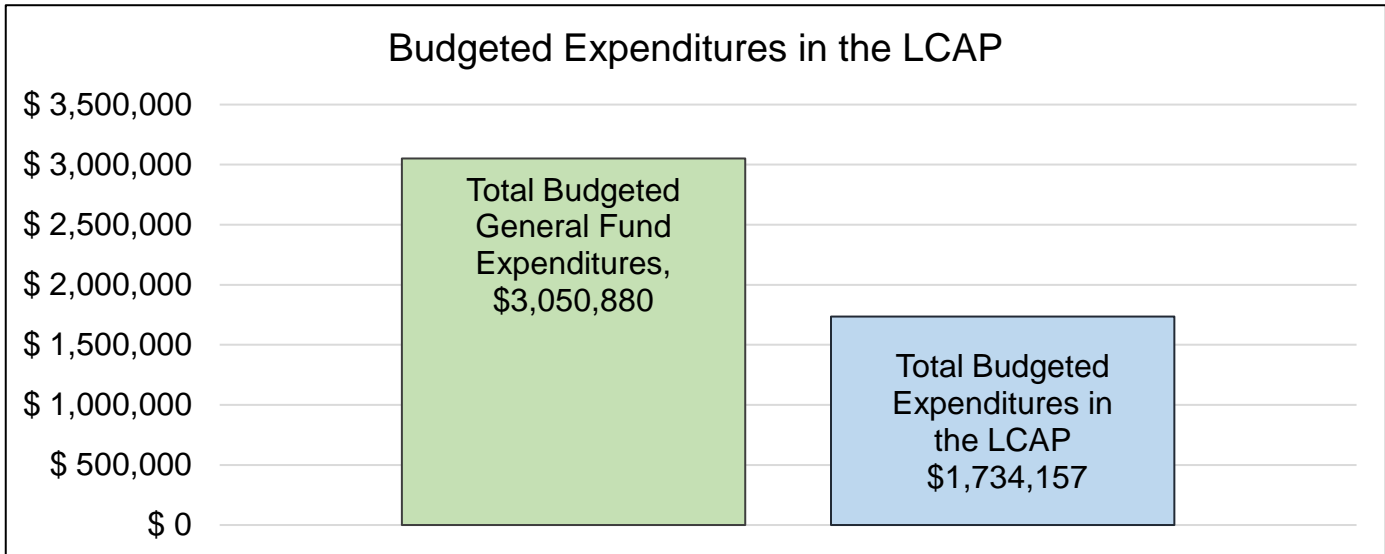


This chart shows the total general purpose revenue Aurum Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Aurum Preparatory Academy is \$3,061,059.00, of which \$1,864,856.00 is Local Control Funding Formula (LCFF), \$882,971.00 is other state funds, \$119,605.00 is local funds, and \$193,627.00 is federal funds. Of the \$1,864,856.00 in LCFF Funds, \$470,482.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Aurum Preparatory Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Aurum Preparatory Academy plans to spend \$3,050,880.00 for the 2024-25 school year. Of that amount, \$1,734,157.00 is tied to actions/services in the LCAP and \$1,316,723.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

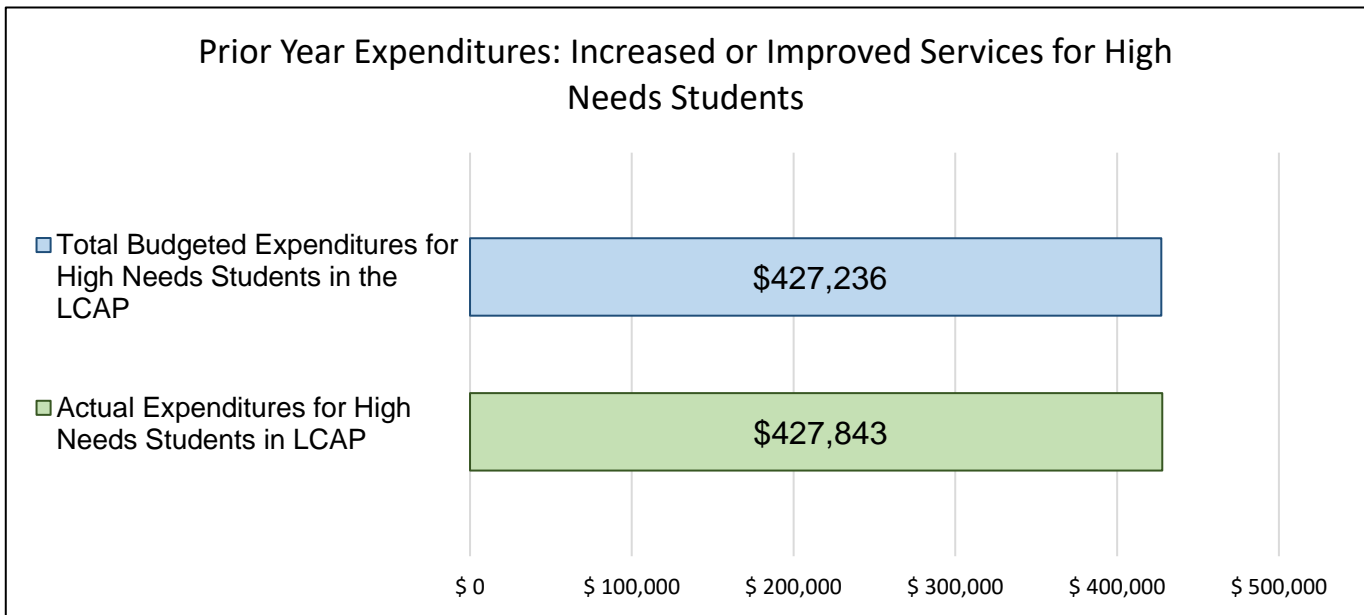
The nutrition program plus most aspects of general school operations including the facility and associated costs, supplies, insurance, phone, front office support, and oversight fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Aurum Preparatory Academy is projecting it will receive \$470,482.00 based on the enrollment of foster youth, English learner, and low-income students. Aurum Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Aurum Preparatory Academy plans to spend \$470,649.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Aurum Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Aurum Preparatory Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Aurum Preparatory Academy's LCAP budgeted \$427,236.00 for planned actions to increase or improve services for high needs students. Aurum Preparatory Academy actually spent \$427,843.00 for actions to increase or improve services for high needs students in 2023-24.

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Aurum Preparatory Academy	Dr. Emanuel Vincent, Executive Director	emanuel.vincent@aurumprep.org; (510) 746 7862

Plan Summary [LCAP 24-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Aurum Preparatory Academy (Aurum Prep) is dedicated to educating students in grades 6-8. Its mission is to prepare them for success in high school, college, and beyond while nurturing them to become the next generation of moral leaders. Aurum Prep strategically focuses on serving traditionally underserved populations in its sixth year, demonstrating a solid commitment to equity and inclusion.

The student body at Aurum Prep is diverse, with significant representation from traditionally underserved groups:

- **African American:** 46 students (37.7%), **Hispanic or Latino:** 69 students (56.6%), **Asian:** 3 students (2.5%), **White:** 3 students (2.5%) & **Two or More Races:** 1 student (0.8%)

This demographic distribution reflects our community's diversity and challenges in providing equitable education opportunities. A notable 100% of our students are eligible for free or reduced lunch, and a significant portion are English learners, underscoring the socioeconomic challenges within our student community.

Leadership and Instructional Focus: Aurum Prep enhanced its leadership structure this academic year by consolidating the assistant principal role into that of an instructional dean. This strategic move strongly emphasizes instruction, mainly focused on student support and growth. The new role is designed to streamline decision-making and improve the implementation of educational strategies that directly impact student learning and achievement.

Enrollment Trends and Academic Performance: Our stable enrollment trends showcase the community's trust in our educational commitment. We focus on closing the achievement gaps, particularly in mathematics and English language arts, and we continue to enhance our support for all student subgroups, especially those economically disadvantaged or with limited English proficiency.

Community and Socioeconomic Context: Located in a community with diverse socioeconomic backgrounds, Aurum Prep understands the additional support our students require. We are committed to ensuring that all students have access to the necessary resources for academic and personal success, such as nutrition programs, counseling services, and robust after-school activities.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Aurum Preparatory Academy's Local Control and Accountability Plan (LCAP) showcases our unwavering commitment. This grade-level data provides a transparent view of our student demographics alongside specific performance data by aligning its efforts with these priorities from the California School Dashboard, local assessments, and stakeholder feedback. This approach underscores our efforts to enhance educational offerings, address existing challenges, and ensure that every student surpasses their academic goals.

Academic Achievements:

- **Outcomes:** Notably, we achieved a 10.45% increase in mathematics proficiency, with 21.9% of students meeting or exceeding state standards. In English Language Arts, we noted a 5% increase in proficiency.
- **Data Integration:** To improve future reflections, integrating performance data more explicitly from the California School Dashboard, including trends over time and comparisons across different student groups, will provide a fuller picture of our progress.

Student Demographics and Grade-Level Distribution: Ethnic Breakdown and Enrollment: **African American:** 46 students (17 in Grade 6, 13 in Grade 7, 18 in Grade 8), **Hispanic or Latino:** 69 students (26 in Grade 6, 24 in Grade 7, 22 in Grade 8), **Asian:** 3 students (2 in Grade 6, 1 in Grade 7, 0 in Grade 8), **White:** 3 students (2 in Grade 6, 1 in Grade 7, 0 in Grade 8), **Two or More Races:** 1 student (0 in Grade 6, 0 in Grade 7, 1 in Grade 8), **Total Enrollment:** 127 students (45 in Grade 6, 38 in Grade 7, 39 in Grade 8)

Addressing Low-Performing Areas: Challenges: Our English Learners, especially those in mathematics and English Language Arts, continue to face significant challenges. **Specific Actions:** Our strategy includes implementing dual-language support within classrooms and providing targeted professional development. Establishing resource-sharing partnerships offers additional guidance and support.

Narrowing Achievement Gaps: Progress: Our initiatives to support underrepresented groups are yielding results. **Strategies for Enhancement:** Expanding culturally relevant pedagogy and increasing parental involvement through educational workshops are crucial by aligning its efforts with these priority steps to support home learning environments.

Student Engagement: Challenges: Chronic absenteeism remains high, with a rate of 38.7% across all grades, and is even higher among specific subgroups such as English Learners (46.5%). **Strategic Interventions:** Plans to reduce absenteeism by ten percentage points include targeted support for affected subgroups, mentorship program development, and personalized engagement activities.

School Environment and Safety: Achievements: Our efforts have maintained a low suspension rate, indicative of a supportive learning environment. **Future Plans:** Continued investment in mental health resources and positive behavioral interventions will further enhance student well-being.

Community and Family Engagement: Current Efforts: We have significantly enhanced family engagement, ensuring community voices are integral to our educational planning. **Future Strategies:** Improving communication using digital tools and organizing monthly community forums will foster more inclusive educational planning.

Commitment to Standards and Detailed Strategies: Focus: Refining the implementation of academic standards, particularly for low-performing groups, is a priority. **Curriculum Adaptation:** Adapting our curriculum to diverse learning needs ensures alignment with educational standards and best practices.

Visual Aids and Accessibility: Implementation: Incorporating infographics and data visualizations in our LCAP reports will enhance stakeholder understanding and accessibility.

Transparency and Accountability: Commitment: We are committed to transparency about successes and improvement areas, which is crucial for building trust. **Monitoring:** Defining clear roles for staff in monitoring progress ensures accountability across all levels of our organization.

This comprehensive approach continues Aurum Preparatory Academy's positive trajectory and addresses areas needing improvement. By doing so, we aim to significantly enhance our educational practices, impacting our students' academic success and overall school environment, thereby meeting and exceeding the educational needs of our diverse student body.

Reflections: Technical Assistance

As applicable, here is a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Aurum Preparatory Academy is committed to addressing underperformance through targeted interventions based on detailed needs assessments. Our strategic approach focuses on evidence-based interventions tailored to our assessments' findings. Here's how we are addressing the root causes of underperformance identified during the needs assessments at each school:

Support for Identified Schools

It describes how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- **Targeted Academic Support:** We have implemented targeted academic programs based on our needs assessments, highlighting significant mathematics and English Language Arts gaps for English Learners and socioeconomically disadvantaged students. These programs utilize research-backed methodologies such as differentiated instruction and small group tutoring, effectively boosting achievement in these core subjects.
- **Dual-Language Programs:** We introduced dual-language programs for our English Learners who were struggling to acquire and use academic language. These programs are supported by studies indicating that dual-language instruction not only aids in language development but also enhances cognitive and educational development across subjects.
- **Professional Development on Culturally Responsive Teaching:** To address the gap in teacher preparedness for dealing with a diverse classroom, we initiated professional development workshops focused on culturally responsive teaching. This approach is based on evidence suggesting that educational outcomes improve when teachers adapt their methods to their students' cultural contexts.
- **Resource Allocation:**
 - **Technological Integration:** Our needs assessments indicated a need for more engaging learning materials, particularly for students from low-income backgrounds. In response, we have increased our investment in technology to provide interactive and engaging digital learning tools that cater to various learning styles and needs, thereby increasing student engagement and participation.
 - **Counseling and Mental Health Services:** We have bolstered our counseling and mental health services, recognizing the high rates of absenteeism linked to socio-emotional issues from our assessments. By providing these services, we aim to tackle one of the root causes of chronic absenteeism and disengagement among our students.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Aurum Preparatory Academy employs a detailed framework for monitoring and evaluating the impact of our comprehensive support programs to ensure the effectiveness of our interventions and strategic initiatives. This framework outlines specific benchmarks, metrics, timelines, and the roles of various stakeholders in the evaluation process, enhancing transparency and accountability.

- **Benchmarks and Specific Metrics:**

- **Academic Performance Metrics:**

- **Mathematics and English Language Arts Proficiency:** Measured by student performance on the Smarter Balanced Assessment Consortium (SBAC) tests. Targets are set for a 10% annual increase in students meeting or exceeding standards.
- **English Learner Progress:** Tracked through the English Language Proficiency Assessments for California (ELPAC), aiming for yearly improvement in scores by at least one performance level.

- **Engagement and Attendance Metrics:**

- **Chronic Absenteeism Rates:** Monitored monthly to reduce the current rate by 10% annually through targeted interventions.
- **Student Engagement Levels:** Assessed through bi-annual surveys to measure students' emotional engagement and investment in schoolwork and extracurricular activities.

- **Behavioral and Socio-emotional Metrics:**

- **Suspension Rates:** Monitored quarterly to maintain low rates and reduce any spikes by 5% from the previous year.
- **Counseling and Support Services Utilization:** Tracked through counseling session logs and student feedback forms, aiming for a 15% increase in utilization year over year.

- **Evaluation Timelines:**

- **Quarterly Reviews:** Academic performance, suspension rates, and utilization of support services are reviewed every three months to ensure timely adjustments and interventions.
- **Bi-annual Surveys:** Engagement and socio-emotional metrics are evaluated twice a year, mid-year and end-year, to assess student attitudes and behavior changes.
- **Annual Comprehensive Review:** At the end of each academic year, a complete evaluation is conducted, encompassing all metrics to review progress against annual targets and long-term goals.

- **Stakeholders Involved in the Evaluation Process:**

- o **Internal Stakeholders:**

- o School Leadership Team: Responsible for overseeing the evaluation process, analyzing data, and implementing strategic changes based on findings.
- o Teachers and Staff: Collected data and provided qualitative feedback on student behavior, engagement, and academic performance.
- o Students: Participate in surveys and provide feedback on their learning experiences and the support they receive.

- **External Stakeholders:**

- o **Parents and Guardians:** Engaged through regular meetings and surveys to gather feedback on their children's education and the impact of school interventions.
- o **Educational Consultants:** Hired to conduct external audits of the school's programs and strategies, ensuring an unbiased review of effectiveness.
- o **Education Authorities:** Involved in the annual review process to ensure compliance with state standards and to provide additional support or resources as needed.

- This comprehensive approach to monitoring and evaluating effectiveness helps Aurum Preparatory Academy measure the impact of our interventions and fosters a culture of continuous improvement. By involving a broad spectrum of stakeholders and adhering to a structured timeline, we maintain high transparency and accountability, crucial for building trust and achieving educational excellence.

Engaging Educational Partners

A summary of the process used to engage educational partners in developing the LCAP.

School districts and county offices of education must consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students at minimum in developing the LCAP.

Charter schools must consult with teachers, principals, administrators, other school personnel, parents, and students, at minimum, when developing the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in developing the LCAP, specifically in developing the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Monthly Parent Meetings:	<p>Monthly Parent Meetings: We've established a consistent schedule of monthly meetings designed to foster open communication between parents and the school administration. These sessions provide a welcoming environment where parents can express their thoughts, share their experiences, and provide feedback on school policies and initiatives. The Meeting has proven to be an effective platform for discussing educational strategies, addressing parental concerns, and brainstorming ideas to enhance our academic environment.</p> <p>Parent Meetings: August 25, 2023 - New Beginnings/Planning; September 29, 2023 - Plan Review, October 27, 2023 - Check-In, November 17, 2023 - Thanksgiving Gathering (Adjusted from the original schedule to fit before the Fall Break), December 1, 2023 - Best Practices, January 5, 2024 - Reflections, February 2, 2024 - Data-Driven Practices, March 1, 2024 - Finishing Strong, April 26, 2024 - Spring Forward, May 24, 2024 - Year-End Review, Surveys to Parents, Students, and Staff.; November 15, 2023 (Adjusted to coincide with a mid-trimester point for more insightful feedback), and February 21, 2024 (Adjusted to gather pre-spring insights).</p>
Staff Meetings	September 25, 2023, November 7, 2023, December 13, 2023, February 20, 2024, March 27, 2024, and April 24, 2024
Board Meetings:	August 24, 2023; October 26, 2023; November 30, 2023; January 25, 2024; February 22, 2024, and March 21, 2024; April 25th, 2024, and May 23, 2024

A description of how the feedback provided by educational partners influenced the adopted LCAP:

Aurum Preparatory Academy is deeply committed to engaging a broad spectrum of stakeholders in developing our Local Control and Accountability Plan (LCAP). We value the insights and contributions of our community and have structured a comprehensive consultation process to gather diverse perspectives and feedback. Here are the specific efforts we've made:

Monthly Parent Meetings:

We've established a consistent schedule of monthly meetings designed to foster open communication between parents and the school administration. These sessions provide a welcoming environment where parents can express their thoughts, share their experiences, and provide feedback on school policies and initiatives. The Meetings have proven to be an effective platform for discussing educational strategies, addressing parental concerns, and brainstorming ideas to enhance our academic environment.

Parent Meetings:

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At Aurum Preparatory Academy, engaging with our educational partners—parents, students, staff, and community members—is a cornerstone of our Local Control and Accountability Plan (LCAP) development process. We believe that a transparent and inclusive planning process fosters a sense of community and enhances the effectiveness of our educational strategies. Here is how we incorporate feedback from various engagements into our LCAP:

1. Engagement Activities:

- **Parent and Community Forums:** Regularly scheduled forums gather input on school policies, programs, and practices. These forums include presentations of current plans and performance data, followed by discussion sessions.
- **Surveys:** We conduct annual surveys targeting all school stakeholders, including parents, students, and staff. These surveys assess various aspects of school life and academic programming, soliciting opinions on what is working and what needs improvement.
- **Focus Groups:** Specific focus groups involving parents of English learners, socioeconomically disadvantaged students, and students with disabilities are conducted to delve deeper into these groups' unique challenges and needs.
- **Teacher and Staff Meetings:** Regular meetings with teachers and staff gather professional insights and recommendations, especially concerning curriculum implementation and student support services.

2. Incorporation of Feedback into LCAP:

- **Curriculum and Instructional Strategies:** Feedback from teachers and staff has led to adapting our curriculum to better align with our students' learning styles and needs. For instance, suggestions from staff about the need for more hands-on learning opportunities resulted in integrating project-based learning components across subjects.
- **Support Services:** Parent and student feedback highlighted a need for enhanced mental health support, prompting us to allocate more resources toward counseling and socio-emotional learning programs. This adjustment was directly reflected in our LCAP, which aims to improve student well-being.
- **Parental Involvement:** Insights from community forums emphasized the need for increased parental involvement. In response, our LCAP now includes strategies to facilitate more parent workshops and training sessions to enable parents to better support their children's education at home.
- **Technology and Resources:** Students and parents expressed the need for better access to technology, leading to a strategic emphasis in our LCAP on upgrading our IT infrastructure and providing students with greater access to computers and high-speed internet.

3. Reporting Back to Stakeholders:

- **Transparency Reports:** After incorporating stakeholder feedback into the LCAP, we produce and distribute transparency reports that outline how the input was used and the specific changes made to the LCAP. These reports are shared during school board meetings, on our website, and in school newsletters.
- **Feedback Implementation Monitoring:** We track the implementation of feedback-based changes and report on these developments at subsequent forums and meetings. This ongoing monitoring ensures that our stakeholders see the tangible impacts of their contributions and fosters a culture of accountability.

By systematically engaging our educational partners and transparently incorporating their feedback into our LCAP, Aurum Preparatory Academy ensures that our educational planning and implementation are community-centered and responsive to the needs of all stakeholders. This process enriches our LCAP and strengthens our school community, leading to more effective and inclusive educational outcomes.

Goals and Actions

Goal 1

Goal #1	Description	Type of Goal
Goal #1	Enhance the implementation of Common Core State Standards (CCSS) in English Language Arts and Mathematics and the English Language Development (ELD) standards by improving instructional strategies and curricular alignment across all grades. Increase the percentage of students meeting or exceeding standards in mathematics from 21.9% to 32% by the end of the 2024-2025 school year.	Academic Standards Implementation

State Priorities addressed by this goal.

State Priority #1: Implementation of State Standards

This priority involves the effective adoption and integration of state board-adopted academic content and performance standards for all students, which include:

- English Language Arts – Common Core State Standards (CCSS) for English Language Arts
- Mathematics – CCSS for Mathematics
- English Language Development (ELD)

An explanation of why the LEA has developed this goal.

This goal was established following a comprehensive review of student performance data (MAP & SBAC) and feedback from educational stakeholders indicating a need for more substantial alignment and execution of state standards in the classroom. The focus on enhancing instructional practices in English Language Arts, Mathematics, and English Language Development was identified through a collaborative process involving teachers, parents, and instructional experts. This collaborative feedback highlighted inconsistencies in applying these standards across classrooms, suggesting a potential area for significant impact on student outcomes. By prioritizing this goal, Aurum Preparatory Academy commits to raising the educational standards to ensure that all students have access to a rigorous and equitable education consistent with state expectations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Percentage of Students Proficient in CCSS for English Language Arts	60% proficiency	65% proficiency	68% proficiency	70% proficiency	+10% increase at Year 3
Metric #2	Percentage of Students Proficient in CCSS for Mathematics	50% proficiency	55% proficiency	58% proficiency	60% proficiency	+10% increase at Year 3
Metric #3	Percentage of English Learners Meeting ELD Standards	45% meeting standards	50% meeting standards	53% meeting standards	55% meeting standards	+10% increase at Year 3

Goal Analysis for [LCAP 24/25]

An analysis of how this goal was carried out in the previous year.

A description of the overall implementation, including any substantive differences in planned and actual implementation of these actions and any relevant challenges and successes experienced with implementation.

The school dedicated substantial resources to ensure the full implementation of California standards across all subjects and grades. We conducted curriculum mapping exercises and adjusted instructional practices to align with Common Core, NGSS, Social Science, and ELD standards. Over the past three years, observational and engagement data have shown consistent patterns indicating that entering students require additional support in developing their academic, social imagination, and self-regulation skills. The instructional teams will utilize this data and relevant research to integrate these needs into new learning units, providing a more intensive social-emotional instruction curriculum. This approach aims to better support our students' overall development and well-being.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in progressing toward the goal.

Funds were allocated as planned with some differences based on actuals vs. expected expenditures. The staff coaching costs were shifted somewhat between Action 1 and Action 2. We spent an additional funds for our Amplify science curriculum and other curriculum and student supports. Instructional aide costs were higher than budgeted.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Aurum Preparatory Academy has carefully reviewed the previous year's practices and stakeholder feedback, resulting in strategic adjustments to our Local Control and Accountability Plan (LCAP) for the upcoming academic year. These modifications are designed to align our goals with our students' needs and enhance the effectiveness of our educational programs.

Academic Goals Adjustments:

- **Mathematics Proficiency:** The annual increase target for students meeting or exceeding standards in mathematics has been revised from 10% to 7%, ensuring a balance between ambitious and achievable goals.
- **English Language Arts:** We have incorporated specific reading comprehension strategies into our ELA goals to address feedback from teachers and improve student outcomes.

Metrics Refinement:

- **Chronic Absenteeism:** To enable focused interventions, we have introduced separate chronic absenteeism metrics for critical subgroups, such as English Learners and students with disabilities.
- **Parental Involvement:** Our metrics now include qualitative measures like parent satisfaction and participation in school governance, providing a more comprehensive view of engagement.

Target Outcomes Refinement:

- **Suspension Rates:** In addition to maintaining low suspension rates, we are implementing restorative justice practices to address behavioral issues proactively.
- **Technology Usage:** Targets have been updated to emphasize access to technology and its effective integration into teaching and learning processes.

Action Adjustments:

- **Professional Development:** New initiatives will focus on enhancing teachers' ability to use digital tools in the classroom effectively.
- **Resource Allocation:** Increased funding is directed towards expanding mental health services and socio-emotional learning resources to support student well-being better.

These updates reflect our commitment to continuous improvement and responsiveness to our school community's feedback. By refining our LCAP, Aurum Preparatory Academy aims to provide all students with a more supportive, engaging, and effective educational environment.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for the previous year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Coaching for Educators	They provided targeted professional coaching for teachers and administrators to enhance instructional strategies and classroom management. Coaches will work directly with educators to refine their teaching techniques, integrate new technologies effectively, and implement student-centered learning practices. This action contributes to increasing services by directly enhancing the quality of instruction students receive, which is critical for improving educational outcomes.	\$53,183	Yes
Action 2	Curriculum Enhancement	This action focuses on developing and updating curricula across all subject areas to align with the latest educational standards and include more culturally relevant materials. The goal is to provide students with a more engaging and comprehensive learning experience, contributing to increased student achievement and engagement.	\$25,612	Yes
Action 3	Implementation of Personalized Learning Plans	This action involves creating and implementing personalized learning plans for each student, catering to their strengths, needs, and interests. By leveraging data and technology, educators can tailor instruction to better support each student's learning journey, thus improving educational services and outcomes.	\$434,185	No
Action 4	Enhanced Instructional Support	This action aims to increase instructional support in the classroom by hiring additional instructional assistants. These assistants will provide extra help and attention to students, especially those struggling with the core concepts, effectively reducing teacher-to-student ratios and enhancing learning outcomes. Combined ELPAC role w/ Instructional Assistant role.	\$182,159	Yes
Action 5	Professional Development	This action allocates funds for continuous professional development opportunities for all school staff. The focus will be on workshops, seminars, and training sessions that address emerging educational challenges and share best practices in pedagogy and technology use in the classroom.	\$78,952	Yes

Goals and Actions

Goal 2

Goal #2	Description	Type of Goal
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Objective:

Aurum Preparatory Academy aims to foster a welcoming and safe school culture that actively involves parents and guardians in the educational process, enhances student engagement, and maintains a positive school climate.

Priority 3: Parental Involvement

Actions:

Parent Input in Decision Making: Aurum Prep will enhance mechanisms to gather input more effectively, ensuring parents have a voice in critical decisions affecting school policies and programs.

Promotion of Parental Participation: The school will implement structured monthly meetings, bimonthly parent phone calls, and regular school-wide community events to increase parental engagement and foster a collaborative school environment.

Metrics:

Participation Rates: Track attendance at parent meetings and events.

Feedback Quality: Assess the impact of parental input on school decisions through surveys following major decision milestones.

Priority 5: Pupil Engagement

Measures:

School Attendance Rates: Monitor and aim to improve daily attendance rates through engagement initiatives and targeted support for at-risk students.

Chronic Absenteeism Rates: Implement intervention programs to reduce chronic absenteeism, focusing on identifying and addressing the root causes of absences.

Middle School Dropout Rates: Develop retention strategies to lower dropout rates, providing additional support to students showing early signs of disengagement.

Metrics:

Improvement Targets: Set annual targets for improvement in attendance and reduced absenteeism and dropout rates.

Intervention Effectiveness: Evaluate the success of intervention programs through pre- and post-intervention data analysis.

Priority 6: School Climate

Measures:

Goal #2

School Climate and Culture

Pupil Suspension and Expulsion Rates: Aim to reduce suspension and expulsion rates through positive behavior interventions and support systems.

Sense of Safety and School Connectedness: Conduct regular surveys of students, parents, and teachers to assess perceptions of safety and connectedness within the school environment.

Metrics:

Behavioral Incident Reports: Monitor and analyze behavioral incident trends to assess behavior management strategies' effectiveness.

Survey Results: Use survey feedback to identify areas for improvement in school climate and implement targeted actions to address these areas.

Local Priorities

Goals and Metrics:

Local Priority Goals: Establish specific, measurable goals aligned with community expectations and educational standards.

Methods for Measuring Progress: Define precise methods for tracking progress toward these goals, including quantitative data analysis and regular progress reports to stakeholders.

Aurum Preparatory Academy will work towards creating an environment that supports academic success and ensures a welcoming, inclusive, and safe community for all students and their families.

State Priorities addressed by this goal.

State Priorities Addressed by Goal 2: Welcoming and Safe School Culture

1. Priority 3: Parental Involvement

Description: This priority emphasizes the importance of parent and guardian involvement in the educational process. Aurum Prep's approach to actively seeking parent input in decision-making and promoting parental participation in school programs aligns with this priority by fostering an inclusive and collaborative school community.

2. Priority 5: Pupil Engagement

Description: This priority focuses on enhancing student engagement through various metrics such as school attendance, chronic absenteeism, and middle school dropout rates. By implementing strategies to improve these indicators, Aurum Prep is committed to ensuring that students are actively engaged and invested in their educational journey, reducing barriers to consistent attendance and participation.

3. Priority 6: School Climate

- Description: This priority is dedicated to creating a positive and supportive school environment that is safe and conducive to learning. Monitoring pupil suspension and expulsion rates and assessing the sense of safety and school connectedness through surveys directly improve the overall school climate. Aurum Prep's initiatives aim to enhance students' physical and emotional safety, which is critical for fostering a nurturing learning environment.

4. Local Priorities

-Description: Addressing local priorities involves setting goals specific to the community's needs and developing methods to measure progress towards these goals. Aurum Prep ensures its actions remain relevant and impactful to the school's specific context and challenges by tailoring strategies to meet local expectations and continuously evaluating their effectiveness.

Each state priority is crucial for building a comprehensive educational experience supporting all student and community well-being aspects. Aurum Preparatory Academy is committed to creating a dynamic and supportive academic environment that benefits students, families, and the broader community by aligning its efforts with these priorities.

An explanation of why the LEA has developed this goal.

Aurum Preparatory Academy has developed the goal of fostering a welcoming and safe school culture in response to a clear need identified through stakeholder feedback and educational research. This goal is pivotal for several reasons:

1. **Enhancing Parental Involvement:** Research consistently shows that when parents are involved in their children's education, the children are more likely to achieve higher academic outcomes, exhibit positive behavior, and have better attendance. The increased parental involvement aligns with the academy's strategic objectives to integrate the family unit more deeply into the educational process, thus ensuring a holistic approach to student development.
2. **Improving Pupil Engagement:** Attendance rates, chronic absenteeism, and student retention are critical indicators of student engagement and overall school effectiveness. The academy aims to tackle underlying issues that lead to disengagement by focusing on these areas. Enhanced engagement strategies are crucial for promoting academic success, particularly in underserved populations who may face additional barriers to consistent school attendance.
3. **Creating a Positive School Climate:** A positive school climate significantly impacts students' ability to learn and thrive in a school setting. It includes aspects of safety, relationships, support, and inclusiveness. A nurturing and supportive environment not only aids in academic achievement but also supports social and emotional development. Addressing school climate through measures such as reducing suspension and expulsion rates and improving perceptions of safety and connectedness helps cultivate a conducive learning environment.
4. **Addressing Local Priorities:** The goal also reflects a commitment to addressing specific local priorities highlighted through community input and the unique needs of our school demographic. Focusing on local concerns ensures the academy's strategies are relevant and effectively tailored to its community.

By developing this goal, Aurum Preparatory Academy is committing to actionable improvements that directly impact the well-being and success of its students. It recognizes that a holistic approach, including academic, social, and emotional dimensions, prepares students for academic success and life. This goal supports the academy's vision of equipping students with the skills and competencies needed to excel in diverse environments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Target for Year 3 Outcome (22-23)	Target for Year43 Outcome (23-24)	Current Difference from Baseline
Metric #1	Attendance Rate	94%	N/A (Covid)	91.5%	90.79%	92%	+4%
Metric #2	Chronic Absenteeism	12%	N/A (Covid)	18.2% (Hybrid Option)	35% (No Hybrid option)	20% less	-5%
Metric #3	Suspension Rate	3%	N/A (Covid)	7%	6%	5% less	-2%
Metric #4	Expulsion Rate	0%	N/A (Covid)	0%	0%	0%	-0.5%

Goal Analysis for [LCAP 24/25]

An analysis of how this goal was carried out in the previous year.

A description of the overall implementation, including any substantive differences in planned and actual implementation of these actions and any relevant challenges and successes experienced with implementation.

Overview:

The primary focus for the last academic year under the LCAP was to enhance the school culture, increase parental involvement, and improve pupil engagement and school climate metrics. These efforts were strategically aligned with the state priorities and our local objectives to foster an inclusive and supportive educational environment.

Execution and Implementation:

- **Parental Involvement:** We planned to increase parental involvement through structured meetings and communication initiatives. We successfully implemented monthly parent meetings and bi-monthly phone calls, which were well-received and had high participation rates. However, some school-wide community events had to be rescheduled or modified due to unforeseen circumstances, such as weather conditions and public health considerations.
- **Pupil Engagement:** Initiatives to boost pupil engagement included enhancing mentorship programs and refining intervention strategies to reduce chronic absenteeism. Although we made progress, the absenteeism rates decreased less than anticipated, indicating the need for a more tailored approach to address specific barriers students face.
- **School Climate:** Introducing restorative justice practices helped reduce suspension rates. Yet, the implementation of new strategies took longer than expected due to the need for additional staff training and resource allocation.

Challenges and Successes:

- Challenges:

- **Resource Constraints:** Limited resources hindered some initiatives, particularly those requiring technological upgrades and additional personnel.

- **External Factors:** External factors, such as public health issues, impacted the complete execution of some planned events and activities, affecting student and parental participation.

- Successes:

- **Increased Parental Involvement:** The structured approach to increasing parental involvement proved highly effective, fostering better communication and stronger relationships between the school and families.

- **Improved School Climate:** The school witnessed a noticeable improvement in the overall climate, with reduced disciplinary issues and enhanced student well-being, attributed to the new behavioral strategies and support systems.

Substantive Differences in Planned vs. Actual Implementation

- **Action Delays:** Certain actions, particularly those related to new program rollouts and community engagement, experienced delays due to logistical challenges and the learning curve associated with new system implementations.

- **Adaptations and Modifications:** Some initiatives required modifications in response to feedback and changing circumstances. For instance, adjustments to the digital communication tools were necessary to ensure accessibility and effectiveness.

Moving Forward:

The insights gained from the previous year's implementations are invaluable. For the upcoming year, we plan to:

- **Refine Engagement Strategies:** We will continue to refine our strategies to better address chronic absenteeism by analyzing individual cases and barriers more closely.

- **Expand Training and Resources:** Additional training for staff and increased allocation of resources towards key areas such as technology and personnel will be prioritized to support the effective implementation of new initiatives.

- **Enhance Flexibility and Responsiveness:** Building on the lessons learned, we will enhance our ability to adapt quickly to external challenges and feedback, ensuring our actions remain aligned with our goals and responsive to the needs of our community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in progressing toward the goal.

In the past academic year, there were several material differences between our budgeted expenditures and the actual amounts spent:

- Technology Upgrades: We allocated significant funds to technology upgrades to support our personalized learning initiatives. However, the actual spending was lower than budgeted due to delays in securing vendors and logistical challenges, which postponed the implementation of some technology components.

- Professional Development: We budgeted for extensive professional development sessions focusing on restorative practices and culturally responsive teaching. Actual expenditures exceeded the budget as additional sessions were required to meet the training needs identified during the year.

- Parental Involvement Programs: The budget for parental involvement was slightly underspent. Several planned in-person events were converted to virtual formats due to public health advisories, reducing the costs associated with venue rentals and physical logistics.

Effectiveness of Actions:

1. Technology Integration:

- Effectiveness: While the implementation faced delays, integrating new technology tools has effectively enhanced personalized learning experiences once deployed. The use of these tools has shown a positive impact on student engagement and has facilitated more individualized learning paths.

- Ineffectiveness: The delay in full implementation reduced the anticipated impact on student learning outcomes for the year, highlighting the need for better project management and vendor coordination.

2. Professional Development:

- Effectiveness: The additional professional development sessions have greatly improved teaching practices. Feedback from staff indicates that these sessions have greatly enhanced their ability to implement restorative practices and culturally responsive teaching, improving student engagement and classroom dynamics.

- Ineffectiveness: The cost overruns highlight a need for more accurate budgeting and a more strategic approach to selecting professional development providers.

3. Parental Involvement Programs:

- Effectiveness: The shift to virtual formats for parental involvement did not significantly impact the effectiveness of these initiatives. Participation rates in virtual meetings were high, and many parents reported appreciating the flexibility and accessibility of online formats.

- Ineffectiveness: However, the format change limited opportunities for deeper, more personal connections that in-person events facilitate, suggesting a mixed impact on overall parent-school engagement.

Recommendations for Future Planning:

- Improved Vendor Management and Technology Deployment: Implement more rigorous project management practices to ensure timely deployment of technology upgrades.

- Budget Reassessment for Professional Development: Reassess the budgeting process for professional development to accommodate the need for flexibility in training schedules and content.

- Hybrid Parental Engagement Approaches: Consider maintaining a hybrid model of engagement for parents, combining the accessibility of virtual meetings with the community-building potential of in-person events.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following a thorough review of the previous year's outcomes and strategies, Aurum Preparatory Academy has identified several adjustments to our goals, metrics, target outcomes, and actions for the upcoming academic year. These changes are designed to refine our approach based on lessons learned and evolving needs:

1. Goal Adjustments:

- Enhanced Focus on Technology Integration: Given the delays experienced last year in deploying technology upgrades, we have revised our technology integration goal to include specific benchmarks for implementation timelines and vendor accountability. This will help ensure that technology tools are available to students and teachers as planned.

2. Metric Modifications:

- Refined Chronic Absenteeism Metrics: The chronic absenteeism metrics have been refined to include subgroup analyses, allowing us to target better interventions for disproportionately affected groups, such as English Learners and socioeconomically disadvantaged students.

3. Target Outcome Revisions:

- Adjusted Attendance Rate Targets: In light of the lesser-than-expected improvement in attendance rates last year, we have adjusted our targets to be more realistic yet still ambitious. The new target for improving attendance rates is set at a 2% increase per year rather than 5%, with an added focus on specific strategies for engagement.

4. Action Changes:

- Expanded Professional Development: Professional development actions have been expanded to include sessions on effective online engagement strategies for teaching and parental involvement. This change stems from the success seen in virtual parent engagement sessions and the ongoing need to enhance online teaching practices.

- Increased Budget for Mental Health Services: Reflecting on the feedback from students and parents and the observed increase in need, we are increasing the budget allocated to mental health services to ensure more comprehensive support is available to our students. This includes hiring additional counselors and providing more frequent wellness workshops.

5. Introduction of New Actions:

- Hybrid Parental Engagement Models: A new action has been introduced to develop and implement hybrid engagement models to address the mixed feedback on virtual versus in-person parental involvement. These models will combine the flexibility of virtual access with the personal touch of in-person interactions, aiming to maximize participation and satisfaction.

6. Implementation of Feedback Mechanisms:

- Regular Review Cycles: Implementing more frequent review cycles to monitor the impact of new actions and adjust them as needed. This is intended to make our approach more agile and responsive to real-time feedback and changing conditions.

These changes reflect our commitment to continuously improving our educational strategies based on empirical evidence and community feedback. By adapting our goals, metrics, and actions, Aurum Preparatory Academy aims to meet the needs of our students better and enhance their educational experiences in the coming year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Enhance Technology Infrastructure	This action focuses on upgrading our technology tools and infrastructure to support both in-class and remote learning environments. This includes purchasing new hardware and improving internet access across the campus.	\$11,500	Yes
Action 2	Professional Development in Digital Literacy	This initiative provides teachers and staff with ongoing training in digital literacy and teaching technologies to enhance their instructional methods and adapt to evolving educational technologies.	\$3,500	Yes
Action 3	Parental Engagement Program	Expand our parental engagement by creating new workshops and resources that support parents in navigating the educational system and understanding curriculum changes. This program will include virtual and in-person sessions tailored to the needs of our diverse community.	\$101,232	Partial
Action 4	Student Mental Health Services	Increase the availability of mental health services for students by hiring additional school counselors and psychologists. This action addresses the growing need for emotional and psychological support within the student body.	\$50,000	Yes
Action 5	Curriculum Enhancement for Inclusivity	Revise and enhance the school curriculum to include more inclusive and diverse materials that reflect the backgrounds of all students. This will involve consulting with educational experts and incorporating new teaching materials that promote understanding and respect for diversity.	\$56,777	Yes

Goals and Actions

Goal 3

Goal #3	Description	Type of Goal
Goal #3	Aurum Preparatory Academy aims to enhance academic performance across three primary academic areas—English Language Arts (ELA), Mathematics, and English Language Development (ELD). This goal ensures that all students meet and exceed the rigorous benchmarks set by state-adopted academic content and performance standards, specifically aligned with the Common Core State Standards (CCSS) and relevant educational frameworks.	Rigorous and engaging academic program.

State Priorities addressed by this goal.

State Priority #1: Implementation of State Standards

State Priority #2: Implementation of State Standards This priority is central to our goal as it emphasizes the importance of implementing educational standards that ensure students have access to high-quality learning experiences that are both rigorous and relevant. The focus on ELA, Mathematics, and ELD under this goal directly supports the statewide emphasis on equipping students with the critical thinking and problem-solving skills necessary for success in higher education, career, and beyond.

Implementation Strategies:

Curriculum Development and Enhancement: Continuously update and refine the curriculum to align with the latest CCSS updates. This includes integrating new learning materials that reflect current educational research and best practices.

Professional Development: Regularly provide professional development opportunities for teachers focusing on effective instruction strategies aligned with the CCSS. This will include workshops, training sessions, and peer review activities to enhance instructional delivery and efficacy.

Student Assessment and Feedback Mechanisms: Implement comprehensive assessment strategies to monitor student progress against the CCSS. This involves periodic standardized testing and classroom assessments designed to provide real-time feedback on student understanding, allowing for timely interventions when necessary.

Support for English Language Learners: Develop targeted support strategies for ELD to ensure that non-native English speakers can meet and excel in their language development, facilitating better performance across all subject areas.

By focusing on these strategic areas, Aurum Preparatory Academy commits to a high standard of educational excellence that aligns with state priorities, ensuring that all students have the skills and knowledge necessary to succeed academically and personally. This goal reinforces our dedication to upholding rigorous academic standards through structured educational practices and comprehensive support systems.

An explanation of why the LEA has developed this goal.

Aurum Preparatory Academy has developed Goal #3 to provide a rigorous and engaging academic program to meet our students' critical educational and developmental needs. This goal is foundational due to the following reasons:

1. Alignment with Educational Standards:

- State Standards Compliance: The implementation of state board-adopted academic content and performance standards, specifically the Common Core State Standards (CCSS) for English Language Arts and Mathematics, as well as standards for English Language Development, is essential. This alignment ensures that our curriculum remains relevant and rigorous, preparing students effectively for both academic progression and future success.

- Holistic Educational Objectives: By adhering to these standards, we aim to provide a comprehensive education that enhances students' critical thinking, problem-solving, and analytical skills.

2. Student Achievement and Success:

- Academic Excellence: This goal directly supports our mission to foster academic excellence among our students. By continuously enhancing our academic programs, we ensure that students meet and exceed the benchmarks set forth by educational standards.

- Preparation for Higher Education and Careers: A rigorous academic program prepares students for the challenges of higher education and competitive careers, equipping them with the necessary skills and knowledge base.

3. Support for Diverse Learning Needs:

- Inclusivity in Education: Addressing the needs of all students, including English learners and those at different academic proficiency levels, is crucial. Developing and expanding programs like English Language Development ensures every student can access the resources and support needed to succeed.

- Adaptability and Personalization: By focusing on rigorous and engaging content delivery, we aim to adapt teaching methods to fit diverse student needs and learning styles, making education more personalized and effective.

4. Community and Stakeholder Engagement:

- Involving Parents and Community: Educating our students is a community effort. By engaging parents and community stakeholders in understanding and supporting our academic standards and programs, we build a stronger support network for our students.

- Transparency and Trust: Keeping our community informed about our educational goals and how we intend to achieve them fosters a transparent environment and builds trust among parents, students, and comm members.

5. Accountability and Continuous Improvement:

- Measurable Outcomes: Setting clear and measurable targets for this goal allows us to monitor progress effectively and make data-driven decisions that enhance our educational offerings.

- Feedback Loops: Regular assessment and revisions based on feedback from students, teachers, and parents ensure that our academic programs are not static but evolve to meet emerging educational trends and needs.

Aurum Preparatory Academy reaffirms its commitment to high academic standards and student-centered education. This goal supports our overarching aim to nurture well-rounded individuals prepared to face future challenges with confidence and competence.

Measuring and Reporting Results

Metric #	Metric	Baseline (19-20)	Year 1 Outcome (20-21)	Year 2 Outcome (21-22)	Year 3 Outcome (22-23)	Year 4 Outcome (23-24)	Current Difference from Baseline
Metric #1	Teacher Credentialing	75%	71%	81%	77% (7/9)	80%	+5%
Metric #2	Returning Teachers	7	7	5	6	0	-7
Metric #3	Ratio of actual to budgeted fund balance: 85%	+119% (\$460,310 / \$385,286 actual fund balance vs. Board adopted fund balance)	+171% (\$1,014,592 / \$591,045 actual fund balance vs. Board adopted fund balance)	+102% (\$1,307,196 / \$1,276,418 actual fund balance vs. Board adopted fund balance)	+109% (\$1,787,204 / \$1,626,906 actual fund balance vs. Board adopted fund balance)	85% or higher	Maintaining above 85%, no findings
Metric #4	Compliance	92%	93%	99%	100%	55%	+8%

Goal Analysis for [LCAP 24/25]

An analysis of how this goal was carried out in the previous year.

A description of the overall implementation, including any substantive differences in planned and actual implementation of these actions and any relevant challenges and successes experienced with implementation.

Overview: The primary goal outlined in the LCAP for the 2024-2025 academic year focused on enhancing academic excellence across key subject areas—English Language Arts, Mathematics, and English Language Development. This goal ensured all students met and exceeded state-adopted academic content and performance standards.

Implementation Analysis

Planned Actions:

1. Curriculum Enhancement: Upgrade curricula to align with the Common Core State Standards.
2. Professional Development* To provide ongoing teacher training in the latest instructional strategies.
3. Student Support Services: To offer tailored support for English learners and students struggling with foundational skills in ELA and Mathematics.

Actual Implementation:

- Curriculum Enhancement: The curricula enhancement was largely successful, with new materials, curriculum enhancements, and teacher feedback indicating a positive reception.
- Professional Development: While professional development sessions were implemented as planned, implementing learned strategies in the classroom was inconsistent across staff members.
- Student Support Services: Support services were expanded, but the demand exceeded the initially projected capacity, indicating a higher-than-expected need for additional support among students.

Differences in Planned vs. Actual Implementation

- Professional Development: The actual implementation revealed a need for more targeted training that addresses specific classroom challenges rather than broad instructional strategies.
- Student Support Services: The actual demand for these services prompted an adjustment in resource allocation to meet student needs better, underscoring the necessity for more flexible planning in resource distribution.

Challenges and Successes

Challenges:

- Resource Allocation: Allocating sufficient resources to support the expanded student support services effectively was challenging, as initial estimates underestimated the demand.
- Staff Engagement: Ensuring that all teachers effectively integrate new strategies learned during professional development into their daily teaching practices proved difficult, highlighting a need for follow-up support and monitoring.

Successes:

- Curriculum Enhancement: The introduction of updated curriculum materials was well-received and resulted in noticeable improvements in student engagement and understanding in both ELA and Mathematics.
- Enhanced Student Support Despite the challenges, the expanded support services significantly helped many students improve their academic skills, particularly English learners and those previously struggling in Mathematics.

Reflections for Future Planning

The experiences and outcomes from this year have provided valuable insights:

Enhancing Teacher Training: Future professional development will need to be more customized to meet teachers' specific needs and include practical, classroom-focused applications.

- Resource Flexibility: Future planning will incorporate more flexible resource allocation strategies to accommodate unforeseen demands, especially in student support services.

- Continuous Monitoring: Implementing a system for continuous monitoring and feedback on new teaching strategies and curriculum changes will be crucial to ensure their effectiveness and adaptability.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in progressing toward the goal.

Budgeted vs. Actual Expenditures:

In the last fiscal year, Aurum Preparatory Academy observed several material differences between the budgeted expenditures and the actual expenditures incurred.

Technology Upgrades: Budgeted funds exceeded actual expenditures due to delays in procurement and installation, pushing some expenses into the next fiscal year.

- Professional Development: The actual spending on professional development significantly exceeded the budgeted amount. This overrun was primarily due to the incorporation of additional training sessions needed to address unexpected challenges in implementing new curriculum standards and instructional technologies.

- Student Support Services: Actual expenditures were higher than budgeted due to the increased need for student counseling and mental health services, which were not fully anticipated in the initial budget planning.

These variances highlight the dynamic nature of educational needs and the importance of maintaining flexibility in budgeting to accommodate unforeseen requirements.

Effectiveness of Specific Actions

1. Technology Upgrades:

Effectiveness: This action was moderately effective. While the upgrades implemented proved beneficial in enhancing learning experiences and operational efficiency, their full potential was not realized due to implementation delays.

-Ineffectiveness: The delay in execution meant that students and teachers could not benefit from the intended enhancements for a significant portion of the academic year, impacting overall educational outcomes.

2. Professional Development:

- Effectiveness: This action was highly effective. The additional sessions gave teachers the necessary skills and knowledge to adapt to new teaching methodologies and effectively use upgraded technology in their classrooms.

- Ineffectiveness: The cost overruns, however, indicate a need for better financial controls and planning in professional development initiatives.

3. Student Support Services:

Effectiveness: Expanding the scope of student support services effectively addressed the student body's mental health and academic support needs. As a result, student well-being and academic performance improved noticeably.

- Ineffectiveness: The budget overrun for these services suggests that future financial planning needs to forecast the demand for these critical services more accurately.

Recommendations for Future Actions

Based on the analysis of the effectiveness and financial management of last year's actions, the following recommendations are proposed:

- Improved Procurement Planning Enhance the procurement and installation planning process for technology upgrades to ensure timely implementation.
- Budget Review and Adjustment: Establish frequent budget reviews and adjustments throughout the year to respond dynamically to changing needs, especially in professional development and student support services.
- Continued Emphasis on Professional Development: Maintain a strong focus on professional development but integrate more precise budgeting and seek additional funding sources or partnerships to offset costs.
- Expansion of Mental Health Services: Given the positive impact of enhanced student support services, consider further expansion with a more robust budgetary framework based on detailed demand forecasts.

By addressing these areas, Aurum Preparatory Academy can better align its financial resources with its educational objectives and ensure that all actions contribute effectively towards achieving its strategic goals.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

After reflecting on the previous year's practices and outcomes, Aurum Preparatory Academy has identified several key areas where adjustments are necessary to better align with our educational and operational objectives. These changes are intended to enhance our ability to meet the set goals more effectively and efficiently:

1. Goal Modifications

- Enhanced Focus on Teacher Credentialing: Based on last year's lower-than-expected credentialing outcomes early in the year, we have revised the goal to increase the percentage of fully credentialed teachers and focus on specific areas such as special education and STEM fields. This adjustment is aimed at addressing gaps in subject-specific expertise.

2. Metric Adjustments

New Metric for Teacher Retention: To address the critical issue of retaining skilled teachers, a new metric has been introduced that specifically measures teacher retention rates annually. This metric will help monitor the effectiveness of the newly implemented retention strategies.

- Refined Metrics for Financial Management: Given the fluctuations in the ratio of actual to budgeted fund balances, more precise metrics are being introduced that focus on quarterly financial performance to allow for more timely adjustments and better fiscal oversight.

3. Target Outcome Revisions

Revised Targets for Chronic Absenteeism: The targets for reducing chronic absenteeism are being adjusted downward slightly after it was realized that the initial targets were overly ambitious, given the socio-economic challenges faced by our student population. The new targets are more realistic and still strive for significant improvement.

Updated Compliance Targets: After achieving 100% compliance in the Epicenter metrics ahead of schedule, the target for maintaining compliance has been increased to include more stringent internal standards to foster continuous improvement.

4. Action Changes

- Expansion of Professional Development: Reflecting on feedback and outcomes, the scope of professional development is being expanded to include more in-depth training on virtual teaching tools and inclusive educational practices. This is in response to the shifting dynamics of classroom environments and the need for more adaptive teaching strategies.
- Introduction of New Student Support Services: New actions include the introduction of a comprehensive mental health program and expanded after-school tutoring services, which are direct responses to the observed needs for additional student support identified through last year's performance data.

5. Introduction of New Actions

Financial Management Workshops: New workshops for department heads will be introduced to improve budget planning and expenditure tracking at the departmental level and enhance overall financial accountability.

Enhanced Parental Engagement Programs: Building on last year's successful engagement efforts, new programs will be introduced that utilize technology to facilitate more frequent and effective communication between teachers and parents, especially for non-English-speaking families.

These changes reflect a strategic response to the lessons learned from the previous year's implementations and aim to enhance Aurum Preparatory Academy's educational environment and operational effectiveness. By adjusting our goals, metrics, target outcomes, and actions, we seek better to meet the needs of our students and staff and ensure continued compliance and improvement in all areas of our operations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for previous year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Professional Development for Teacher Credentialing	Implement targeted professional development sessions to enhance teacher qualifications and instructional capabilities.	\$4,000	Yes
Action 2	Teacher Retention Initiatives	Develop and implement strategies to improve teacher retention, including competitive compensation, career growth opportunities, and supportive work environment enhancements.	\$54,108	Yes
Action 3	Financial Oversight and Management Enhancement	Strengthen financial management practices to ensure better alignment with budget forecasts and actual expenditures.	\$148,230	No
Action 4	Compliance Strategy	Improve administrative processes and training to ensure compliance with Epicenter reporting and operational requirements.	\$81,071	Yes
Action 5	Special Education Support	Provide special education services for students with varying needs and development.	\$149,045	No
Action 6	After School Learning Program	Aurum's Extended Learning Program (ELP) provides a nurturing environment that aligns with the school's core values and supports students and families. It allows Aurum scholars to cultivate creativity and explore a fun-filled, interactive program. Morning care and aftercare are offered at all three campuses.	\$300,553	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP 24-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$470,482	\$48,001

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
33.74%	0%	\$0	33.74%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1,1	See needs assessment described in the Goal #1 section above.	Aurum Prep has a very high percentage (over 96%) of unduplicated students, so actions taken at an LEA-wide level serve these students.	See description above in Goal #1 Section
1,2	See needs assessment described in the Goal #1 section above.	See above	See description above in Goal #1 Section
1,4	See needs assessment described in the Goal #1 section above.	See above	See description above in Goal #1 Section
1,5	See needs assessment described in the Goal #1 section above.	See above	See description above in Goal #1 Section
2,1	See needs assessment described in the Goal #2 section above.	See above	See description above in Goal #2 Section
2,2	See needs assessment described in the Goal #2 section above.	See above	See description above in Goal #2 Section
2,3	See needs assessment described in the Goal #2 section above.	See above	See description above in Goal #2 Section
2,4	See needs assessment described in the Goal #2 section above.	See above	See description above in Goal #2 Section
2,5	See needs assessment described in the Goal #2 section above.	See above	See description above in Goal #2 Section
3,1	See needs assessment described in the Goal #3 section above	See above	See description above in Goal #3 Section
3,2	See needs assessment described in the Goal #3 section above	See above	See description above in Goal #3 Section
3,4	See needs assessment described in the Goal #3 section above	See above	See description above in Goal #3 Section

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

NOTE: For Aurum Prep, all contributing goals and actions are at an LEA-wide basis since the unduplicated pupil count is over 96%.

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

All Supplemental and Concentration Grant funds will be spent on meeting the needs of the unduplicated pupils to result in an increase in services that will meet the required percentage.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

These funds are used to provide coaching and professional development support to Aurum teachers so they can be more effective in meeting the needs of the unduplicated pupils at Aurum Prep.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:70
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:11

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 494,013.00	\$ 548,368.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Literacy Coaching	YES	\$ 60,506	\$ 93,653
1	2	Curriculum/Culture Coaching	YES	\$ 79,054	\$ 61,985
1	3	Curriculum with Supports	YES	\$ 7,135	\$ 13,697
1	4	Personalized Learning	YES	\$ 6,940	\$ 14,855
1	6	Instructional Aide support	YES	\$ 52,935	\$ 89,574
2	1	Parent Engagement	YES	\$ 14,451	\$ 4,664
2	2	PBIS Training	YES	\$ 7,193	\$ 5,000
2	3	Student Evaluation systems	YES	\$ 56,532	\$ 21,669
2	4	Intervention team	YES	\$ 58,590	\$ 65,636
3	1	Teacher Credentialing	YES	\$ 57,400	\$ 10,610
3	2	Teacher Retention	YES	\$ -	\$ 20,000
3	3	Board Membership	YES	\$ 9,000	\$ 9,000
3	5	Audit	NO	\$ 16,223	\$ 11,000
3	6	Compliance	NO	\$ 21,495	\$ 84,525
3	7	Budget Forecasting	NO	\$ 29,059	\$ 25,000
3	6	Compliance	YES	\$ 17,500	\$ 17,500

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 418,516	\$ 427,236	\$ 427,843	\$ (607)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Literacy Coaching	Yes	\$ 60,506	\$ 93,653.00	0.00%	0.00%
1	2	Curriculum/Culture Coaching	Yes	\$ 79,054	\$ 61,985.00	0.00%	0.00%
1	3	Curriculum with Supports	Yes	\$ 7,135	\$ 13,697.00	0.00%	0.00%
1	4	Personalized Learning	Yes	\$ 6,940	\$ 14,855.00	0.00%	0.00%
1	6	Instructional Aide support	Yes	\$ 52,935	\$ 89,574.00	0.00%	0.00%
2	1	Parent Engagement	Yes	\$ 14,451	\$ 4,664.00	0.00%	0.00%
2	2	PBIS Training	Yes	\$ 7,193	\$ 5,000.00	0.00%	0.00%
2	3	Student Evaluation systems	Yes	\$ 56,532	\$ 21,669.00	0.00%	0.00%
2	4	Intervention team	Yes	\$ 58,590	\$ 65,636.00	0.00%	0.00%
3	1	Teacher Credentialing	Yes	\$ 57,400	\$ 10,610.00	0.00%	0.00%
3	2	Teacher Retention	Yes	\$ -	\$ 20,000.00	0.00%	0.00%
3	3	Board Membership	Yes	\$ 9,000	\$ 9,000.00	0.00%	0.00%
3	6	Compliance	Yes	\$ 17,500	\$ 17,500.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,253,435	\$ 418,516	0.00%	33.39%	\$ 427,843	0.00%	34.13%	\$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 1,394,374	\$ 470,482	33.741%	0.000%	33.741%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,052,538	\$ 593,396	\$ 21,540	\$ 66,683	\$ 1,734,157.00	\$ 1,050,168	\$ 683,989

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Coaching for Educators	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ 47,183	\$ 6,000	\$ 6,000	\$ -	\$ -	\$ 47,183	\$ 53,183	0.000%
1	2	Curriculum Enhancement	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ -	\$ 25,612	\$ 19,505	\$ 6,107	\$ -	\$ -	\$ 25,612	0.000%
1	3	Personalized Learning Plans	ALL	No				2024-25	\$ 434,185	\$ -	\$ 364,180	\$ 70,005	\$ -	\$ -	\$ 434,185	0.000%
1	4	Instructional Support	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ 182,159	\$ -	\$ 162,418	\$ 19,741	\$ -	\$ -	\$ 182,159	0.000%
1	5	Professional Development	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ 75,583	\$ 3,369	\$ 56,270	\$ 22,682	\$ -	\$ -	\$ 78,952	0.000%
2	1	Technology Infrastructure	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ -	\$ 11,550	\$ 11,550	\$ -	\$ -	\$ -	\$ 11,550	0.000%
2	2	Digital Literacy	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ -	\$ 3,500	\$ 3,500	\$ -	\$ -	\$ -	\$ 3,500	0.000%
2	3	Parent Engagement	ALL	No				2024-25	\$ 89,742	\$ -	\$ 69,479	\$ 20,263	\$ -	\$ -	\$ 89,742	0.000%
2	3	Parent Engagement	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ -	\$ 11,490	\$ 11,490	\$ -	\$ -	\$ -	\$ 11,490	0.000%
2	4	Mental Health Services	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ -	\$ 50,000	\$ 37,500	\$ 12,500	\$ -	\$ -	\$ 50,000	0.000%
2	5	Inclusive Curriculum	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ 38,777	\$ 18,000	\$ 44,777	\$ 12,000	\$ -	\$ -	\$ 56,777	0.000%
3	1	Teacher Credentialing	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ -	\$ 4,000	\$ 4,000	\$ -	\$ -	\$ -	\$ 4,000	0.000%
3	2	Teacher Retention	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ 21,540	\$ 32,568	\$ 32,568	\$ -	\$ 21,540	\$ -	\$ 54,108	0.000%
3	3	Financial Oversight and Management Capacity	ALL	No				2024-25	\$ -	\$ 148,230	\$ 148,230	\$ -	\$ -	\$ -	\$ 148,230	0.000%
3	4	Compliance Strategy	ALL	Yes	LEA-wide	All	Aurum Prep	2024-25	\$ 48,901	\$ 32,170	\$ 81,071	\$ -	\$ -	\$ -	\$ 81,071	0.000%
3	5	Special Education Support	SWD	No				2024-25	\$ 99,045	\$ 50,000	\$ -	\$ 129,545	\$ -	\$ 19,500	\$ 149,045	0.000%
3	6	Extended Learning Program	ALL	No				2024-25	\$ 13,053	\$ 287,500	\$ -	\$ 300,553	\$ -	\$ -	\$ 300,553	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,394,374	\$ 470,482	33.741%	0.000%	33.741%	\$ 470,649	0.000%	33.753%	Total:	\$ 470,649
								LEA-wide Total:	\$ 470,649
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Coaching for Educators	Yes	LEA-wide	All	Aurum Prep	\$ 6,000	0.000%
1	2	Curriculum Enhancement	Yes	LEA-wide	All	Aurum Prep	\$ 19,505	0.000%
1	4	Instructional Support	Yes	LEA-wide	All	Aurum Prep	\$ 162,418	0.000%
1	5	Professional Development	Yes	LEA-wide	All	Aurum Prep	\$ 56,270	0.000%
2	1	Technology Infrastructure	Yes	LEA-wide	All	Aurum Prep	\$ 11,550	0.000%
2	2	Digital Literacy	Yes	LEA-wide	All	Aurum Prep	\$ 3,500	0.000%
2	3	Parent Engagement	Yes	LEA-wide	All	Aurum Prep	\$ 11,490	0.000%
2	4	Mental Health Services	Yes	LEA-wide	All	Aurum Prep	\$ 37,500	0.000%
2	5	Inclusive Curriculum	Yes	LEA-wide	All	Aurum Prep	\$ 44,777	0.000%
3	1	Teacher Credentialing	Yes	LEA-wide	All	Aurum Prep	\$ 4,000	0.000%
3	2	Teacher Retention	Yes	LEA-wide	All	Aurum Prep	\$ 32,568	0.000%
3	4	Compliance Strategy	Yes	LEA-wide	All	Aurum Prep	\$ 81,071	0.000%