

Aurum Preparatory Academy
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	1034 66th Ave. Oakland, CA , 94621-3536	Principal:	Donnell Thomas, Executive Director
Phone:	(510) 746-7862	Grade Span:	6-8

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Donnell Thomas, Executive Director

📍 Principal, Aurum Preparatory Academy

About Our School

Contact

Aurum Preparatory Academy
1034 66th Ave.
Oakland, CA 94621-3536

Phone: (510) 746-7862

Email: donnell.thomas@aurumprep.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	Castro, Alysse
Email Address	superintendent@acoe.org
Website	www.acoe.org

School Contact Information (School Year 2024–25)

School Name	Aurum Preparatory Academy
Street	1034 66th Ave.
City, State, Zip	Oakland, CA , 94621-3536
Phone Number	(510) 746-7862
Principal	Donnell Thomas, Executive Director
Email Address	donnell.thomas@aurumprep.org
Website	www.aurumprep.org
Grade Span	6-8
County-District-School (CDS) Code	01100170137448

School Description and Mission Statement (School Year 2024–25)

Our Mission Statement: Through rigorous instruction and positive character education, Aurum Preparatory Academy educates all students in grades 6 through 8 to succeed in high school, college and life, and serve as the next generation of moral leaders.

Our Yearly Goals:

- Literacy Passion: Students will showcase a love for literacy by reading 10 books and passing their Accelerated Reader tests (80% or higher).
- Pride in Attendance: Aim for 75% of students expressing pride in attending Aurum Preparatory Academy.
- Attendance Excellence: Strive for a 95% attendance rate for all students.
- Academic Excellence: Achieve an average passage rate of 75% or higher.
- Academic Growth: Students will, on average, attain at least 1.5 years of growth in Math and 1.5 years of growth in ELA by the end of the year.

At Aurum Preparatory Academy Charter School (“Aurum Prep”), we are committed to providing all students with a quality education that prepares them for success in college and career. Our belief is grounded in the proven success of high-achieving schools nationwide, including those in the Oakland community. We recognize that every student, regardless of background, can excel with the right structure, strong instruction, and clear guidance.

Our Core Values - GOLD:

- Growth
- Optimism
- Leadership & Learning
- Design Thinking

Aurum Prep prioritizes character development through these values. Our mission is to empower students to determine their life trajectories, excelling in high school, college, and life, while becoming moral leaders in their communities and the world.

High Expectations and Clear Structures: We echo the sentiments of W.E.B. Dubois in acknowledging that rigorous education for a select few is no longer sufficient in our fully democratic country. At Aurum Prep, we believe that all students must receive a rigorous education to develop the foundation necessary for success.

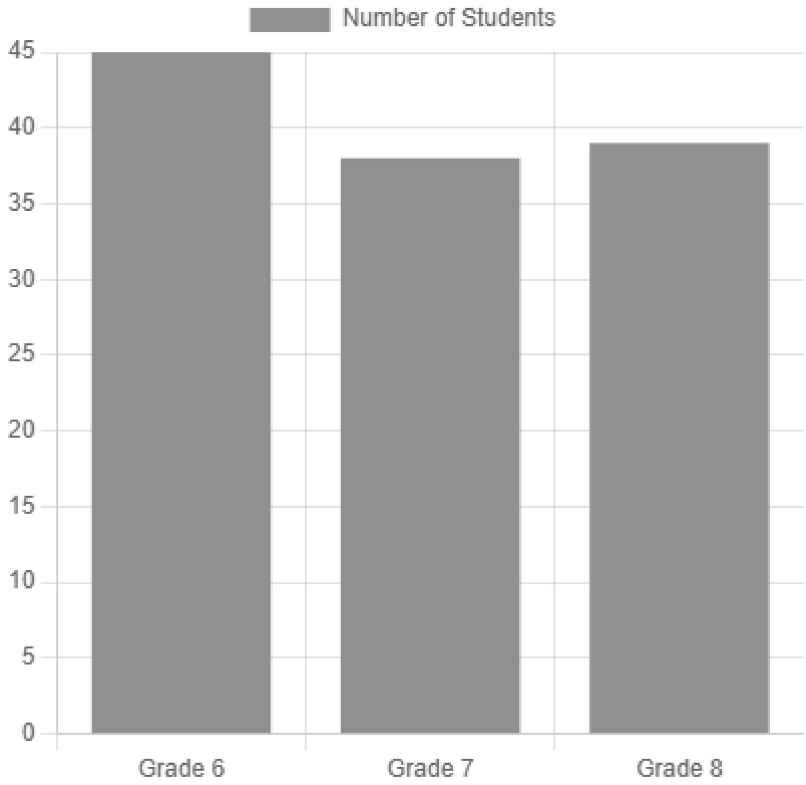
Addressing Community Needs: In response to the demand in the communities of deep East Oakland, where families face challenges of poverty and limited resources, Aurum Prep stands as a transformative public school. We aim to provide children with the opportunity to harness their fullest dreams and potential.

Elements Needed for Success: For Aurum Prep to fulfill its mission and for all young people in Oakland to access the fullest promise of our democracy, the following elements are essential:

1. Rigorous Academic Program: Our commitment to design thinking, culturally responsive pedagogy, and restorative justice practices ensures engagement in our standards-based curriculum.
2. High Expectations and Support: Socioeconomic status should not limit a student's potential. We relentlessly pursue excellence and provide unparalleled support for all stakeholders.
3. Character and Identity Development: Character development is inseparable from identity development. Our GOLD values guide students as they mature, fostering autonomy over time.
4. Family and Community Engagement: We value the assets in the Oakland community and actively involve families and community partners in realizing the dreams they have for their children.
5. Professional Growth and Excellence: Our staff, possessing strong content knowledge, a commitment to continuous growth, and unwavering optimism, creates a professional environment nurturing excellence.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	45
Grade 7	38
Grade 8	39
Total Enrollment	122



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	38.50%
Male	61.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.50%
Black or African American	37.70%
Filipino	0.00%
Hispanic or Latino	56.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.80%
White	2.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	34.40%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	95.90%
Students with Disabilities	21.30%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	1.00	25.06%	115.90	57.84%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.00	1.50%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	24.81%	41.00	20.49%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	49.87%	38.90	19.45%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	1.40	0.71%	18854.30	6.86%
Total Teaching Positions	3.90	100.00%	200.40	100.00%	274759.10	100.00%

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.

Teacher Preparation and Placement (School Year 2021–22)

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)	0.00	0.00%	107.10	50.14%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.90	31.05%	13.90	6.54%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.50	58.32%	36.20	16.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	10.42%	45.80	21.45%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	10.40	4.91%	15831.90	5.67%
Total Teaching Positions	9.50	100.00%	213.70	100.00%	279044.80	100.00%

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	3.40	41.06%	106.80	50.11%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	11.76%	12.30	5.78%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	47.06%	50.40	23.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	37.90	17.79%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	5.60	2.65%	14303.80	5.15%
Total Teaching Positions	8.50	100.00%	213.20	100.00%	277698	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.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.90	0.00	0.9
Misassignments	0.00	5.50	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.90	5.50	4

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.90	0.90	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.90	0.90	0

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	55%	52.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25.00%	20%	15%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: January 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	"Educated" by Tara Westover	0
Mathematics	OpenUp	0
Science	Elevate Science (Life) Elevate Science (Physical)	0
History-Social Science	Diane Hart, et al. History Alive: The United States Through Industrialism. Mountain View: TCI, 2017 Wendy Fry et al. History Alive: The Medieval World and Beyond. Mountain View: TCI, 2017 Wendy Fry et al. History Alive: The Ancient World. Mountain View: TCI, 2023	0
Foreign Language	TPT handouts & teacher created instructional materials	0
Health	"Kids Health in the Classroom" - Nemours Tools for Healthy Schools, YouTube, USA Today, P. E. Blog, PBS and Fit for Life	0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

At the time of the inspection, there were only minor repairs needed and nothing major is planned.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: August 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2024

Overall Rating	Good
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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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	27%	17%	48%	49%	46%	47%
Mathematics (grades 3-8 and 11)	22%	12%	40%	42%	34%	35%

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	124	96.88%	3.12%	17.07%
Female	48	46	95.83%	4.17%	23.91%
Male	80	78	97.50%	2.50%	12.99%
American Indian or Alaska Native	0				
Asian	--	--	--	--	--
Black or African American	50	47	94.00%	6.00%	10.64%
Filipino	0				
Hispanic or Latino	70	69	98.57%	1.43%	19.12%
Native Hawaiian or Pacific Islander	0				
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	37	97.37%	2.63%	2.78%
Foster Youth	--	--	--	--	--
Homeless	0				
Military	--	--	--	--	--
Socioeconomically Disadvantaged	120	116	96.67%	3.33%	15.65%
Students Receiving Migrant Education Services	0				
Students with Disabilities	29	26	89.66%	10.34%	0.00%

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	124	96.88%	3.12%	12.20%
Female	48	46	95.83%	4.17%	10.87%
Male	80	78	97.50%	2.50%	12.99%
American Indian or Alaska Native	0				
Asian	--	--	--	--	--
Black or African American	50	47	94.00%	6.00%	6.38%
Filipino	0				
Hispanic or Latino	70	69	98.57%	1.43%	16.18%
Native Hawaiian or Pacific Islander	0				
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	37	97.37%	2.63%	2.78%
Foster Youth	--	--	--	--	--
Homeless	0				
Military	--	--	--	--	--
Socioeconomically Disadvantaged	120	116	96.67%	3.33%	11.30%
Students Receiving Migrant Education Services	0				
Students with Disabilities	29	26	89.66%	10.34%	4.00%

Note: 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.

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.

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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	21.57%	10.81%	29.52%	0.00%	30.29%	30.73%

Note: 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.

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.

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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	40	37	92.50%	7.50%	10.81%
Female	15	13	86.67%	13.33%	15.38%
Male	25	24	96.00%	4.00%	8.33%
American Indian or Alaska Native	0				
Asian	0				
Black or African American	19	16	84.21%	15.79%	6.25%
Filipino	0				
Hispanic or Latino	20	20	100.00%	0.00%	15.00%
Native Hawaiian or Pacific Islander	0				
Two or More Races	--	--	--	--	--
White	0				
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0				
Military	0				
Socioeconomically Disadvantaged	37	34	91.89%	8.11%	11.76%
Students Receiving Migrant Education Services	0				
Students with Disabilities	--	--	--	--	--

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.

Career Technical Education (CTE) Programs (School Year 2023–24)

Aurum Prep serves students in 6-8th grade school and does not offer CTE courses.

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Career Technical Education (CTE) Participation (School Year 2023–24)

Aurum Prep serves students in 6-8th grade school and does not offer CTE courses.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Aurum Prep serves students in 6-8th grade school; therefore, this section is not applicable.

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
7	97.44%	97.44%	97.44%	97.44%	97.44%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2024–25)

Aurum Preparatory Academy actively encourages and values parent involvement through a range of opportunities:

- Monthly Meet and Greet with the Executive Director: Parents have the chance to engage directly with the Leadership Team, providing positive feedback and addressing any areas of concern.
- Biannual Parent Surveys: We conduct surveys twice a year to gather valuable feedback from parents, ensuring their perspectives contribute to our ongoing improvement.
- Monthly Board Meetings: Parents are invited to attend our monthly board meetings, offering insights into the school's operations and providing a platform for commentary
- Triannual Week Without Walls: Parents play a significant role in the planning and execution of this immersive project-based learning experience, culminating in a school-wide exhibition.
- Regular Advisor Contact: Every two weeks, parents receive updates from their child's advisor, fostering open communication regarding the school's strengths and areas of concern.
- Field Trip Participation: Parents are invited to accompany students on enriching field trips, enhancing the overall educational experience.
- Volunteer Opportunities: Parents are encouraged to volunteer at the school, contributing their time and skills to various initiatives.
- Classroom Observations: Parents have the opportunity to observe classes, school-wide celebrations, advisory sessions, and grade-level team meetings, gaining a deeper understanding of their child's educational journey.

Aurum's parental involvement local contact is Audelia Manzo @ 415-673-8974.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

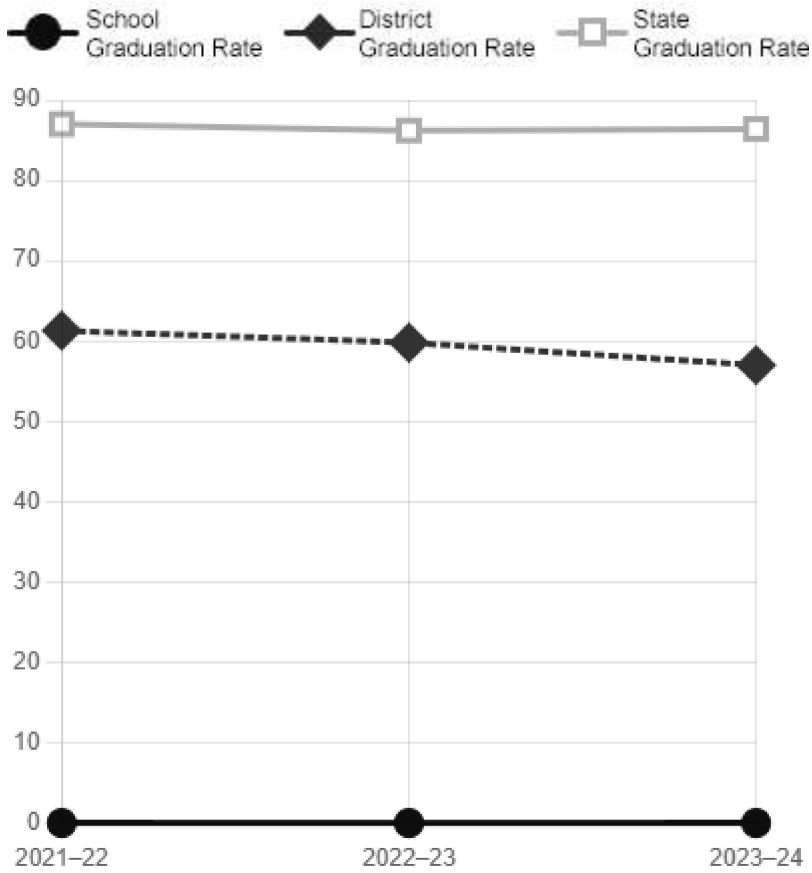
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Aurum Preparatory Academy serves students in 6-8th grade only. Graduation and Dropout Rates (four-year cohort rates) are not applicable.

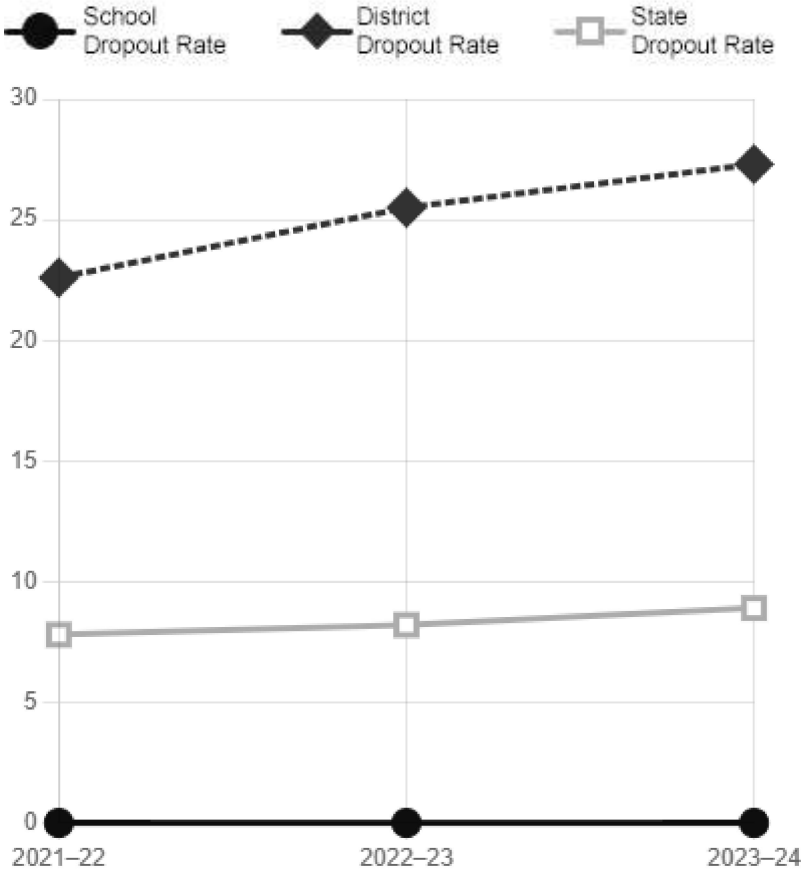
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				61.3%	59.8%	57.0%	87%	86.2%	86.4%
Dropout Rate				22.6%	25.5%	27.3%	7.8%	8.2%	8.9%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Aurum Preparatory Academy serves students in 6-8th grade only. Graduation and Dropout Rates (four-year cohort rates) are not applicable.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	137	132	4	3.0%
Female	50	50	2	4.0%
Male	87	82	2	2.4%
Non-Binary	0			
American Indian or Alaska Native	0			
Asian	--	--	--	--
Black or African American	54	53	2	3.8%
Filipino	0			
Hispanic or Latino	75	71	2	2.8%
Native Hawaiian or Pacific Islander	0			
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	46	43	1	2.3%
Foster Youth	--	--	--	--
Homeless	0			
Socioeconomically Disadvantaged	128	124	3	2.4%
Students Receiving Migrant Education Services	0			
Students with Disabilities	33	32	1	3.1%

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.

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

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	6.99%	4.91%	7.30%	2.97%	2.19%	2.30%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.06%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.3%	0%
Female	8%	0%
Male	6.9%	0%
Non-Binary		
American Indian or Alaska Native		
Asian	--	--
Black or African American	7.41%	0%
Filipino		
Hispanic or Latino	8%	0%
Native Hawaiian or Pacific Islander		
Two or More Races	--	--
White	--	--
English Learners	6.52%	0%
Foster Youth	--	--
Homeless		
Socioeconomically Disadvantaged	7.81%	0%
Students Receiving Migrant Education Services		
Students with Disabilities	18.18%	0%

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.

School Safety Plan (School Year 2024–25)

At Aurum Prep, the safety and well-being of our school community are paramount. Our comprehensive safety plan is designed to ensure a secure environment for all. In addition to conducting regular fire and earthquake drills throughout the school year, we have implemented proactive measures, such as upgrading all door locks to allow locking from inside the room.

Looking ahead to the 2024-25 school year, we are actively reviewing and enhancing our safety protocols, including the administration of lockdown drills. These drills are essential to equipping our staff and students with the necessary knowledge and skills to respond effectively in emergency situations.

As part of our commitment to continuous improvement, we regularly collaborate with safety experts to stay updated on the latest best practices and technologies. This proactive approach ensures that Aurum Prep remains at the forefront of safety standards, providing a secure and supportive environment for everyone within our educational community.

The safety and security of our students, faculty, and staff are of utmost importance, and we remain dedicated to fostering a learning environment where everyone feels safe, valued, and prepared.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	7	1	0
Mathematics	20.00	7	1	0
Science	20.00	7	1	0
Social Science	20.00	7	1	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	8	0	0
Mathematics	18.00	8	0	0
Science	18.00	8	0	0
Social Science	18.00	8	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	7	0	0
Mathematics	17.00	7	0	0
Science	17.00	7	0	0
Social Science	17.00	7	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2023–24)

Aurum Prep contracts with several community organizations/entities to provide the below services as necessary, including speech/language/hearing services.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$26015.00	\$6536.00	\$19478.00	\$96472.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

Aurum Prep boasts a comprehensive support model designed to cater to the diverse needs of our students. Our range of programs and services includes:

- **Daily Advisory:** Providing students with consistent guidance and mentorship.
- **Daily Focus Class:** Offering individualized support in English and Math to address specific academic needs.
- **Daily Tutoring:** Ensuring students have access to additional academic assistance on a daily basis.
- **Daily Push-In Supports:** Classroom teachers provide daily support for students with Individualized Education Programs (IEPs) directly in the classroom setting.
- **Daily After School Program (Envisioneeres):** Engaging students in enriching activities beyond regular school hours.
- **Regular Student Success Team Meetings:** Facilitating collaborative discussions to ensure student success.
- **Community Circle:** Fostering a sense of community and connection among students.
- **Student-Led Conferences:** Empowering students to take an active role in their educational journey.
- **Week Without Walls:** Providing a unique, immersive project-based learning experience.
- **Additional Support Staff:** Dedicated professionals offering tailored support for students' diverse needs.
- **Free After School Care and Tutoring:** Ensuring accessibility to after-school resources for all students.
- **Robust Counseling Services:** Offering individual, group, and family counseling to address the holistic well-being of our students.

This array of programs and services reflects our commitment to providing a supportive and inclusive learning environment where every student can thrive.

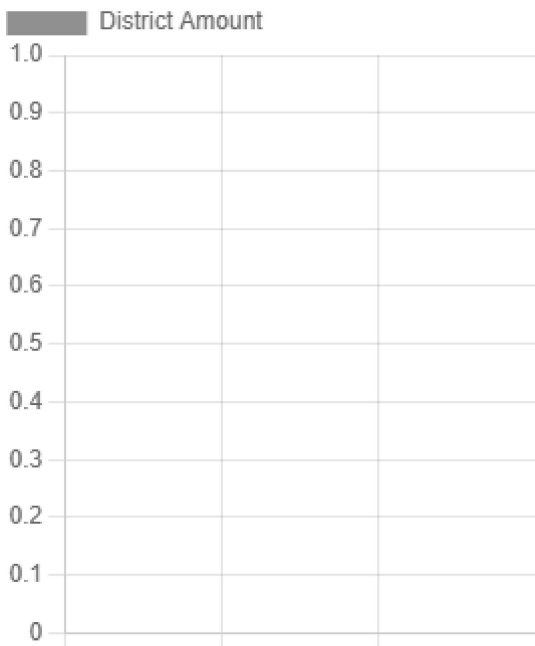
Teacher and Administrative Salaries (Fiscal Year 2022–23)

This data has not been populated by CDE. Aurum does not have access to this information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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





Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2023–24)

Aurum Preparatory Academy serves students in 6-8th grade and, therefore, does not offer AP course.

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

7 full pd days

33 partial/half pd days

Total pd days (sum of above)= 40

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	55	49	40