

Aurum Preparatory Academy
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 1034 66th Ave.
Oakland, CA , 94621-3536

Principal: David Hardin, Executive Director

Phone: (510)746-7860

Grade Span:

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 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.

About This School

David Hardin, Executive Director

📍 Principal, Aurum Preparatory Academy

About Our School

Contact

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

Phone: [\(510\)746-7860](tel:(510)746-7860)

Email: info@aurumprep.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Alameda County Office of Education
Phone Number	(510) 887-0152
Superintendent	Monroe, L.K.
Email Address	lkmonroe@acoe.org
Website	www.acoe.org

School Contact Information (School Year 2022–23)

School Name	Aurum Preparatory Academy
Street	1034 66th Ave.
City, State, Zip	Oakland, CA , 94621-3536
Phone Number	(510)746-7860
Principal	David Hardin, Executive Director
Email Address	dhardin@aurumprep.org
Website	www.aurumprep.org
County-District-School (CDS) Code	01100170137448

Last updated: 1/30/23

School Description and Mission Statement (School Year 2022–23)

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:

1. Students will demonstrate a love for literacy as measured by reading 10 books and passing their Accelerated Reader tests (passing the corresponding AR test with an 80%)
2. 75% of students will say they are proud to attend Aurum Preparatory Academy.
3. 95% attendance rate for all students.
4. On average our students will have a passage rate of 75% or higher.
5. On average our students (starting in Trimester 1) will achieve at least 1.5 years of growth in Math and 1.5 years of growth in ELA by the end of the year.

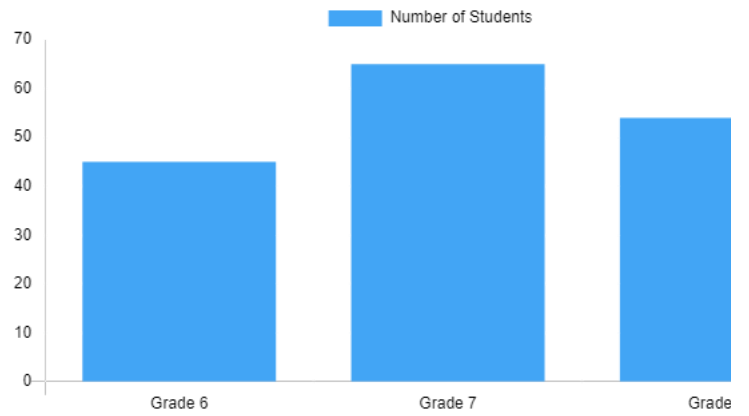
All students deserve a quality education regardless of race, gender, socio-economic status, and/or zip code. At Aurum Preparatory Academy Charter School ("Aurum Prep"), each of our students will receive a quality education that will prepare them for success in college and career. We know from numerous examples of high achieving schools in the communities of Oakland and around the country that all students can achieve at high levels when provided with the proper structure, strong instruction, and clear guidance. We will provide our students with a rigorous middle school education rooted in expanding their literacy and mathematics skills, and in full alignment with rigorous national standards as adopted by the State of California. At Aurum Prep, we foster character development through our GOLD values: Growth, Optimism, Leadership, and Design Thinking. For students to determine their own life's trajectory, they must have a foundation that prepares them to (a) excel in high school, college, and life and (b) become moral leaders in their communities and in our world. We must have high expectations and clear structures, all provided within a culture of joy for learning, working hard, and honoring our students' fullest potential. In 1903, W.E.B. Dubois supported the idea of the "Talented Tenth," articulating that advancement for black people would ultimately be possible through the attainment of a rigorous education by a few. In a more fully democratic country, in which we push for the advancement of all people, and in an intellectually-based modern economy, in which advanced education provides the fullest access to life's opportunities, we believe that rigorous education for the few is now insufficient. At Aurum Prep, we recognize that a rigorous education is the means by which all students can and must develop the foundation necessary to be caring, competent, fully-informed, critical thinkers prepared for college, career, and community success. We are responding to the demand in and interest from the communities of deep East Oakland in which local families, struggling with poverty and a lack of resources, have had little access to transformative public schools that allow their children to harness their fullest dreams and potential.

For Aurum Prep to accomplish its mission and for all young people in Oakland to have access to the fullest promise of our democracy, we believe that the following elements are needed:

1. A rigorous and engaging academic program. We believe that ALL of the students in Oakland can reach high levels of academic success. We will ensure that our rigorous, standards-based curriculum is engaging through our commitment to design thinking, culturally responsive pedagogy, and restorative justice practices.
2. Relentlessly high expectations and support for all stakeholders. We do not believe that socioeconomic status is the determinant of a students' ability to achieve academically or their ability to be moral leaders. We will be relentless in the pursuit of excellence and will go above and beyond in providing support in order to achieve our mission.
3. Development of character and identity. At Aurum Prep we recognize that character development can't be divorced from the development of identity. We explicitly teach, honor, and celebrate demonstration of our GOLD values, supporting students and releasing autonomy as they mature over time.
4. Involved and engaged families and community partners. We value the assets in the Oakland community and the critical role they play in shaping the school. We communicate with families frequently and proactively in support of the dreams they have for their children and we work together to realize those dreams.
5. A professional environment that nurtures continuous growth and excellence. Our staff will possess strong content knowledge, a hunger to continuously grow, an ability to graciously receive feedback and implement it with fidelity, and an unyielding optimism about and unwavering belief in our students' abilities.

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 6	45
Grade 7	65
Grade 8	54
Total Enrollment	164



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	45.70%
Male	54.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.60%
Black or African American	36.00%
Filipino	0.60%
Hispanic or Latino	61.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	1.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	31.10%
Foster Youth	0.60%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	90.20%
Students with Disabilities	17.10%

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	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.

Last updated: 1/30/23

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated: 1/30/23

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.90	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.90	

Last updated: 1/11/23

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

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

Last updated: 1/11/23

Class Assignments

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

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wit and Wisdom curriculum and texts	Yes	0%
Mathematics	Illustrative Mathematics curriculum	Yes	0%
Science	Achievement First curriculum		0%
History-Social Science	Teachers Curriculum Institute's, History Alive	Yes	0%
Foreign Language	NA		0%
Health	Modified version of the Lovenotes curriculum	Yes	0%
Visual and Performing Arts	NA		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/31/23

School Facility Conditions and Planned Improvements

Aurum Preparatory Academy's facilities are in exemplary condition as determined using the Facility Inspection Tool. Aurum continues to make improvements to the facility as needed as well as in areas where improvements would better serve our students. Aurum Preparatory Academy was also found to be in good repair during our Williams Act inspection that was conducted in October of 2022.

Last updated: 1/31/23

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: October 2022

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	Good	
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: October 2022

Overall Rating	Good
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Last updated: 1/30/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	27%	N/A	46%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	11%	N/A	34%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/30/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	171	166	97.08	2.92	27.11
Female	78	75	96.15	3.85	29.33
Male	93	91	97.85	2.15	25.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	60	56	93.33	6.67	16.07
Filipino	--	--	--	--	--
Hispanic or Latino	104	103	99.04	0.96	32.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	55	54	98.18	1.82	7.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	151	147	97.35	2.65	25.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	3.70

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/30/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	171	166	97.08	2.92	11.45
Female	78	75	96.15	3.85	6.67
Male	93	91	97.85	2.15	15.38
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	60	56	93.33	6.67	5.36
Filipino	--	--	--	--	--
Hispanic or Latino	104	103	99.04	0.96	13.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	55	54	98.18	1.82	3.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	151	147	97.35	2.65	10.2
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	3.70

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/30/23

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT	0	0.00		28.72	29.47

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/30/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	0	0	100	0
Female	29	0	0	100	0
Male	28	0	0	100	0
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	20	0	0	100	0
Filipino	--	--	--	--	--
Hispanic or Latino	31	0	0	100	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	0	0	100	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	0	0	100	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	0	0	100	0

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

Last updated: 1/30/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Aurum Prep is a 6-8th grade middle school and does not currently offer CTE programs.

Last updated: 1/30/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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	--

Last updated: 1/31/23

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/30/23

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 2021–22)

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
5					
7	100%	100%	100%	100%	100%
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/23

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 2022–23)

Aurum Preparatory Academy has various opportunities for parent involvement.

Specifically:

1. We hold parent meetings through our monthly “Cafecitos” where parents can meet each other, and speak directly to the Leadership Team about positive feedback and areas of concern.
2. We administer a parent survey 2 times a year to solicit parent feedback.
3. We invite parents to our monthly board meetings to learn more about the school and offer commentary.
4. Parents participate in the planning and execution of our triannual Week Without Walls where students engage in week-long project based learning, culminating in a school-wide exhibition.
5. Parents are contacted every two weeks by their child's advisor to discuss the school's areas of strength and concern from the parent's perspective.
6. Parents are invited to accompany students on field trips.
7. Parents are invited to volunteer at the school.
8. Parents are invited to observe classes, school-wide celebrations, advisory and grade level team meetings.
9. Parents are consulted in the development of the LCAP.

For information on parent involvement contact Denise Maldonado at 415-763-8974 or info@aurumprep.org.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate				31.0%	31.9%	22.6%	8.9%	9.4%	7.8%
Graduation Rate				53.6%	55.4%	61.3%	84.2%	83.6%	87.0%

Last updated: 1/30/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	186	178	47	26.4
Female	84	81	17	21.0
Male	102	97	30	30.9
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	71	67	22	32.8
Filipino	1	1	0	0.0
Hispanic or Latino	107	104	23	22.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	0	0	0.0
White	4	4	1	25.0
English Learners	59	57	15	26.3
Foster Youth	4	2	1	50.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	166	161	45	28.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	33	31	10	32.3

Last updated: 1/30/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	0.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.40%	6.99%	1.41%	2.97%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/30/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.99	0.00
Female	4.76	0.00
Male	8.82	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	12.68	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.08	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.09	0.00

Last updated: 1/30/23

School Safety Plan (School Year 2022–23)

Aurum Prep has a safety plan in place. We have administered fire and earthquake drills during this school year. We have also switched all door locks to be able to lock from inside the room and are in the process of reviewing and administering lockdown drills for the 2022-23 school year.

Last updated: 1/30/23

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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	3	3	
Mathematics	21.00	3	3	
Science	21.00	3	3	
Social Science	21.00	3	3	

* 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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	67.00			3
Mathematics	67.00			3
Science	99.00			2
Social Science	99.00			2

* 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 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	
Mathematics	20.00	7	1	
Science	20.00	7	1	
Social Science	20.00	7	1	

* 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 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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.

Last updated: 1/30/23

Student Support Services Staff (School Year 2021–22)

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.

Last updated: 1/30/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17293.00	\$9068.00	\$8226.00	\$63061.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/23

Types of Services Funded (Fiscal Year 2021–22)

Aurum Prep has a comprehensive model that supports all of our students which includes:

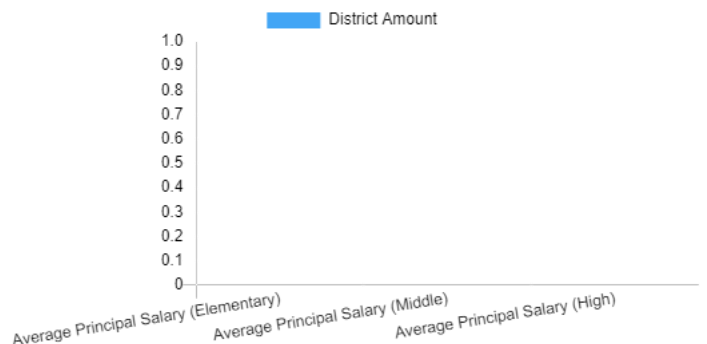
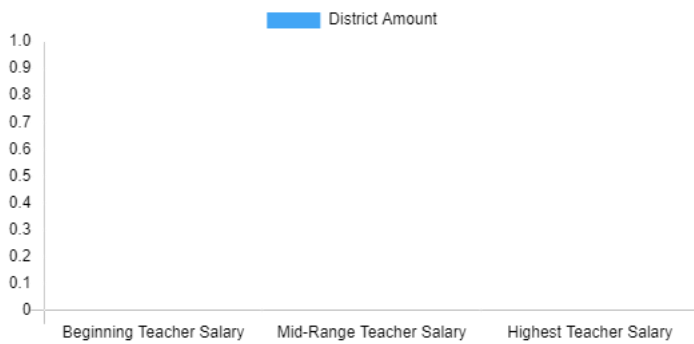
- Daily advisory
- Daily Focus class that provided individualized support in English and Math
- Daily tutoring
- Daily push in supports for students with IEP's from classroom teachers
- Daily after school program
- Regular student success team meetings
- Additional support staff for student supports
- Free after school care and tutoring for all students
- Robust counseling services offered for individual, group and family counseling

Last updated: 1/30/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

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/>.



Last updated: 1/30/23

Advanced Placement (AP) Courses (School Year 2021–22)

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*	0.00%

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

Last updated: 1/30/23

Professional Development

Number of full PD days = 21

Early release/half-day PD days = 34

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	33	55	55

Last updated: 1/30/23