

Aurum Preparatory Academy Charter School

September 14, 2016

A PROPOSED CHARTER SCHOOL FOR OAKLAND, CALIFORNIA

*Through rigorous instruction and positive character education,
Aurum Preparatory Academy Charter School
educates all of its students, grades 6 - 8, to succeed in high school, college, and life
and to serve as the next generation of moral leaders.*

Respectfully submitted by the Aurum Preparatory Academy Charter School Founding Board and
Petitioning Group,

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LEGISLATIVE FILE

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With questions per the charter petition, please contact:

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Statement of Assurances

Statement of Assurances

As the authorized lead petitioner, I, David Hardin, hereby certify that the information submitted in this petition for a California public charter school to be named Aurum Preparatory Academy Charter School ("Aurum Prep" or the "Charter School"), and to be located within the boundaries of the Oakland Unified School District ("OUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. The Charter School will be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605(b)(5)(O)]
3. The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application shall be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
6. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or

ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

7. The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
10. The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
13. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
14. The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
15. The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

16. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
17. The Charter School shall comply with all applicable portions of ESSA.
18. The Charter School shall comply with the Public Records Act.
19. The Charter School shall comply with the Family Educational Rights and Privacy Act.
20. The Charter School shall comply with the Ralph M. Brown Act.
21. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
22. Will maintain separate accountings of all funds received and disbursed by the school.
23. Will participate in the California State Teachers' Retirement System and other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under E.C. Section 47605(l).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).
31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school,

including special education; and cash-flow and financial projections for the first three years of operation.

32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.
33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

David Hardin

Signature

08/01/2016

Date

David Hardin

Print Name

Overview

General Information	
• Name of Proposed Charter School	Aurum Preparatory Academy Charter School
• Grade Configuration	6 – 8
• Model or Focus	Aurum Preparatory Academy Charter School will be created as a middle school with a focus on ensuring that all of its students are able to successfully transition through high school and access college through our rigorous college preparatory curriculum. Moreover, we intend to serve a population of students within Oakland, and in particular East and Deep East Oakland, that is representative of the general population. Design thinking and personalized learning are key elements within our educational model.
• Proposed Region and/or Neighborhood	Centered around the intersection of 96 th and Bancroft Avenue in deep East Oakland, reaching six primary neighborhoods (Cox, Webster, Ivywood, Foothill Square, Castlemont, and the Elmhurst communities) and focusing on zip codes 94603, 94605, and 94621 in District 7.
• Primary Contact	David Hardin, dhardin@buildingexcellentschools.org, 415-763-8974
• Board Chair	Kimberly Nerpouni, kimberly.nerpouni@gmail.com , 415-341-5736
• Affiliated Charter Management Organizations	Aurum Preparatory Academy Charter School will be a locally governed and independently managed charter school. While we do not affiliate with a charter management organization, we do have national and local supporting organizations, specifically Building Excellent Schools and Educate 78.

Executive Summary

Mission and Vision

Through rigorous instruction and positive character education, Aurum Preparatory Academy Charter School (“Aurum Prep”) educates all of its students, grades 6 – 8, to succeed in high school, college, and life and to serve as the next generation of moral leaders.

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 FIRST values: Focus, Integrity, Respect, Self-Determination, and Team. 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, and instead have continued access to the public schools in which students are chronically underperforming, as measured by California State Assessments and local graduation rates.

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 FIRST 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.

Need

With a primary target of the 94603, 94605, and 94621 zip codes within District 7 of East Oakland, we propose to use the autonomies and accountability of a charter to directly address the needs of a community that has recently been challenged by limited resources and population shifts. Economically, these zip codes chronically trail the state average in median household income and unemployment rates.

Currently, the Oakland Unified School District has a four year graduation rate of 60%. In a district that educates more than 37,000 students, a four-year graduation rate of 60% means that more than 14,000 students within each generation will not graduate from high school on time. Of those that do graduate, 40% will meet the basic requirements to be admitted to college. A disproportionate number of these students are minorities and students who come from the low-income communities that we are targeting. Persistent and pervasive underperformance shows a community in need of high quality public schools - particularly at the middle school level - that prepare all students for high school and college. The lack of high school preparation can and must be addressed at the middle school level, remediating gaps and accelerating students into a successful high school experience.

Figure ES1: Enrollment Projections

Grade Level	Year 0 2016-2017	Year 1 2017-2018	Year 2 2018-2019	Year 3 2019- 2020	Year 4 2020- 2021	Year 5 2021- 2022	Year 6 2022- 2023	Year 7 2023- 2024
6		132	132	132	132	132	132	132
7			132	132	132	132	132	132
8				132	132	132	132	132
Middle School	0	132	264	396	396	396	396	396

Beginning in August 2017, Aurum Preparatory Charter School ("Aurum Prep") proposes to open our doors to 132 sixth grade students (four classes of 33 students each). Aurum Prep will use a slow growth model, growing one year at a time and backfilling as necessary in the upper-grades, until the school reaches its full grade span of 6-8 and full capacity of 396 in the 2019-2020 school year. Each grade level will have 132 students, with class sizes of 33. Aurum Prep will reach full capacity with 396 students.

Based on OUSD Student Demographics, in which we have based our projections, we anticipate our student population to be as follows:

Figure ES2: Student Demographics

Demographics	FRL %	SPED %	EL %
Projected Demographics of Aurum Prep	90%	11%	30%
2015 – 2016 OUSD Demographics ¹	71.1%	11%	29.6%

Community and Capacity

Aurum Prep will be founded, governed, and operated by Oakland's community, educational, civic, and business leaders. An experienced group whose backgrounds include community development, educational leadership, business development, marketing and communication, finance, law, and project management, the Founding Board will ensure that Aurum Prep is responsive to the needs of the community and that the school has the resources, governance, and leadership in place to deliver on its mission, meet rigorous accountability goals, remain true to the terms of the charter, and ensure that the school is a financial and academic success. The Board's experiences and dedication will be instrumental in providing support and guidance to and oversight of the Executive Director in achieving the goal of operating a rigorous, college preparatory 6-8 charter school for the students of Oakland. We have participated in hundreds of community conversations - engaging in a grassroots listening campaign, responding thoughtfully to the aspirations families have for their children, and understanding the priorities and initiatives being driven by community leaders. As a founding team, and with the deep support of the community, our mission is clear: Through rigorous instruction and positive character education, Aurum Preparatory Academy Charter School educates all of its students to succeed in high school, college, and life and to serve as the next generation of moral leaders.

Figure ES3: Founding Board of Directors Membership

Name	Current Professional Title and Organization	Board Role	Focus/Expertise
Toyna Chin	Senior Marketing Manager, VMWare	Director	Management, Marketing, Outreach, Technology, Board Governance
Parren James	Lead Consultant, Greenhawk Consulting	Director	Management, Finance and Fund Development, Facilities
James T. Jordan	Associate Director of Alumni Communities, Stanford University	Board Treasurer and Director	Management, Finance and Fund Development, Board Governance
John Morada	Director of Strategic Alliances, Wipro	Director	Finance and Fund Development, Technology
Kimberly P. Nerpouni	Vice President of Talent Management, GCA Savvian, Inc.	Board Chair and Director	Management, Marketing, Outreach, Human Resources
Swati Samanth	Founder and Attorney, Law Office of Swati Samanth	Board Secretary and Director	Law, Education
Vanessa Sifuentes-Dimaano	School Improvement Partner, OUSD	Board Vice-Chair and Director	Management, Education
Joseph Weinstein-Carnes	Director of Bay Area Facilities, CA Charter School Association	Director	Facilities, Education

Toyna J. Chin - VMWare, Senior Marketing Manager

Toyna Chin is transformative senior marketing executive with extensive strategic leadership in

¹ "Fast Facts - Oakland Unified School District." *Fast Facts*. OUSD, n.d. Web. <<https://drive.google.com/drive/folders/0B6QEqrQzjxxzOGIIWIBUS2d2ZXc>>.

driving change and measurable business results from startups to Fortune 500 organizations in the healthcare, technology, and consumer goods sectors. She is a recognized expert in global marketing as featured in the 2011 *New York Times* and *Wall Street Journal's* bestselling branding book *Brainwashed* by Martin Lindstrom. Ms. Chin currently serves as the Global Marketing lead for Education Services at VMware, Inc. where she is responsible for driving the global marketing strategy and demand. Ms. Chin formerly served as Founder of ReadNRhyme and Hygeia Personal Care Products and is an active advisor on The Center for Women's Business Advancement Advisory Board. Ms. Chin holds a BS in Marketing from Southern New Hampshire University and MBA from Rensselaer Polytechnic Institute.

Parren James - GreenHawk Consulting, *Lead Consultant*

Parren James is currently the lead consultant for GreenHawk Consulting, which provides real estate development companies, non-profits and start-ups with consulting services. Mr. James specializes in consulting all of his clients on real estate matters. He has served in this role for nearly four years and prior to this role, he was the Vice President of Operations and Portfolio Management for International Airport Centers, LLC, a private equity firm. Mr. James is committed to finding and implementing solutions that impact traditionally under served communities. Currently, he is involved in creating a partnership with Allen Temple Church and other organizations in deep East Oakland to bring both sustainable and transformative real estate development projects to this traditionally underserved community. Mr. James holds a BS in Mathematics from Hampton University and MBA in Real Estate and Finance from the University of Michigan.

James T. Jordan, Stanford University - *Associate Director of Alumni Communities*

As Associate Director at the Stanford University Alumni Association, Mr. Jordan leads the team responsible for all international and domestic Stanford alumni volunteer activity outside of California. His career has been devoted to education, including 14 years serving at Stanford. A native of Richmond, CA, Mr. Jordan is passionate about bettering educational access in urban schools, particularly in the East Bay. He is a trustee at his alma mater, Saint Mary's College High School in Berkeley. He also served as the Chief Operating Officer at KIPP Summit Academy, a public charter middle school in San Lorenzo, CA, and as the Director of Development and Program Director for the Chicago regional office of Platform Learning, a supplemental educational service provider for elementary schools on the south side of Chicago. Mr. Jordan earned a BA in American Studies with a specialization in race and ethnicity at Stanford and MBA from the Darden School of Business at the University of Virginia.

John Morada, Wipro - *Director, Strategic Alliances*

Mr. Morada comes from a diplomatic family and spent his early years visiting embassies in Washington, DC. His undergraduate experience at American University became further catalyst for seeing the world as a colorful myriad of cultures and conversations, which he took into his career advising pro bono at the Ashoka and Silicon Valley Education Foundation. Accumulating this experience, Mr. Morada is excited to give back to the families of Oakland, serving on the Aulum Prep Founding Board. Now working in technology and living in the Silicon Valley, he enjoys the art of diplomacy in the business development negotiations he leads for a multi-million, multi-national corporation. He advises several startup companies, is an American University Alumni Board member, and volunteers as a Junior Achievement mentor at his son's school. Mr. Morada earned a BA at American University and MBA at the Lake Forest Graduate School of Business.

Kimberly P. Nerpouni, GCA Savvian, Inc.- *Vice President of Talent Management*

As the Vice President of Talent Management at GCA Savvian, a premier investment bank, Ms. Nerpouni serves growth companies through merger and acquisition, capital market financing,

private funds, and restructuring advisory services. She specifically oversees Recruiting, Human Resources, Professional Development, Training, Benefits, and Compensation. Previously, she worked at the management consulting firm Bain & Company where for over ten years she held numerous positions within Recruiting and Professional Development. She recently moved back to Oakland where she was raised. A graduate of Oakland High School, Ms. Nerpouni holds a BA from San Francisco State University.

Swati Samanth, Law Office of Swati Samanth- Founder

For the past 13 years, Ms. Samanth has been practicing dependency law in the Bay Area, advocating for foster youth in legal proceedings involving child neglect and physical, emotional, and sexual abuse. Her advocacy areas include education law, delinquency, adoption, school disciplinary hearings, and any other legal matters that may arise while youth are in foster care. Prior to and throughout her legal career, Ms. Samanth has been committed to providing excellent education and college access for students in underserved communities. She has taught junior high school, served as a teacher and case manager at College Track, a program that empowers students from underrepresented communities to graduate from college, and as a Residential Director and consultant for Level Playing Field Institute's STEM program for students of color at UC Berkeley. Ms. Samanth holds a BA from the University of Southern California and JD from the University of California, Hastings College of the Law.

Vanessa Sifuentes-Dimaano, OUSD - School Improvement Partner

Serving as a School Improvement Partner for the Oakland Unified School District where she supports and coaches high school principals, assistant principals, and teacher-leaders on leadership, teacher development, and systems improvement, Ms. Sifuentes-Dimaano is committed to the young people and families of Oakland. She has served as Managing Director of Teach For America – Oakland, where she was part of a team tasked with revamping the coaching systems for over 100 first and second-year corps members. She developed her passion for supporting teachers and school leaders after serving as the founding principal of ACE Charter and principal for Leadership Public Schools, both in her hometown of San Jose. Before her work in school leadership, she spent one year as a resident principal for Aspire Public Schools learning from exemplary school leaders, and four years teaching middle school Humanities in the Sobrante Park neighborhood of East Oakland. Ms. Sifuentes-Dimaano holds a BA from UCLA and MEd from UC Berkeley.

Joey Weinstein-Carnes, CA Charter Schools Association - Director Bay Area Facilities

Mr. Weinstein-Carnes leads CCSA's facilities policy and advocacy work in the San Francisco Bay Area, providing support and assistance to charter schools seeking high-quality public and private facilities options, and working to secure equitable facilities funding for Bay Area charter schools. He began his career as a high school English teacher at Alliance Cindy and Bill Simon Technology Academy High School, and went on to teach English and College-Writing at Da Vinci Science High School. In 2014 he joined the CA Charter Schools Association as the Bay Area Manager, Teacher Engagement and worked to elevate charter teacher voice in a variety of issues and campaigns including the Richmond Promise and We Are Oakland. He also designed and launched CCSA's second Teacher Policy and Advocacy Fellowship cohort in Santa Clara County. Mr. Weinstein-Carnes holds a BA from University of California, Los Angeles and MA from Loyola Marymount University.

Figure ES4: Founding Board's Matrix of Expertise

Director Name	Management	Finance and Fundraising	Law	Marketing and Outreach	Human Resources	Facilities	Technology	Board Governance	Education
Toyna Chin	X			X			X	X	
Parren James	X	X				X			
James Jordan	X	X						X	
John Morada		X					X		
Kimberly Nerpouni	X			X	X				
Swati Samanth			X						X
Vanessa Sifuentes-Dimano	X								X
Joseph Weinstein-Carnes						X			X

Figure ES5: Summary Budget

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
School Name: Aurum Preparatory Academy Charter School	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Number of Students	-	125	251	376	376	376
Per Pupil Revenue - State & Federal Grants		14,091	13,311	12,557	12,587	12,618
Per Pupil Revenue - Total Revenue		14,867	13,758	12,897	12,933	12,970
State & Federal Grants (Includes state aid/EPA & ILPT revenue)	126,500	1,767,018	3,338,281	4,723,899	4,735,211	4,746,862
Private Grants / Foundation Revenue / Gifts & Contributions	520,000	89,200	90,100	91,027	91,982	92,965
Other Sources (Lunch Receipts from Non FRL Students)	-	8,163	22,116	36,894	38,151	39,446
Total Revenue	646,500	1,864,381	3,450,497	4,851,820	4,865,344	4,879,273
Instructional Salaries & Benefits	-	508,049	1,124,914	1,709,355	1,760,454	1,813,088
Instructional Services / Supplies	11,709	445,976	683,152	773,188	691,891	706,648
Other Instructional Expenses	49	186,070	360,281	553,494	568,952	584,873
Total Instructional Expenditures	11,758	1,140,095	2,168,347	3,036,037	3,021,297	3,104,609
Supporting Services Salaries & Benefits	103,179	321,555	331,173	643,160	662,401	682,225
Purchased Property Services	-	139,899	284,899	434,421	438,095	441,879
Other Supporting Services Expenses	46,976	240,607	298,237	316,560	320,539	330,167
Total Supporting Services Expenditure	150,155	702,061	914,309	1,394,141	1,421,035	1,454,271
Total Expenses	161,913	1,842,156	3,082,656	4,430,178	4,442,332	4,558,880
NET INCOME	484,587	22,225	367,841	421,642	423,012	320,393
For any grants or private funds identified above, indicate whether the funding has already been secured and/or any plans to secure future funding.						

Petition Checklist

Application Component		Applicant Check	Reviewer Check
Executive Summary & Overview Tables		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 1: Educational Program	A. Target Population & Community Need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Philosophy & Approach to Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Instructional Design	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	D. School Culture	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	E. Student Recruitment & Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	F. Student Engagement & Satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	G. Community School: Ongoing Family Involvement & Satisfaction	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	H. Special Populations: Identification, Remediation, & Acceleration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	I. Special Populations: English Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Elements 2 & 3: Measurable Pupil Outcomes & Method to Measure Progress		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 4: Governance Structure	A. Governance Structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	B. Operating Plans & Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	C. Budget/Financial Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 5: Employee Qualifications		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 6: Health & Safety Procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 7: Means to Achieve Racial & Ethnic Balance		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 8: Admission Requirements		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 9: Annual Financial Audits		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 10: Suspension & Expulsion Procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 11: Employee Retirement		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Systems			
Element 12: Public School Attendance Alternatives		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 13: Rights of District Employees		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 14: Mandatory Dispute Resolution		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 15: Exclusive Public School Employer		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Element 16: Charter School Closure Procedures		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Addendum for Existing Providers (if applicable)		<input type="checkbox"/>	<input type="checkbox"/>
Appendices	Appx. A – Letter of Intent (*Submitted to OCS prior to charter petition submission)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. B – OUSD's 5 Pillars of Quality School Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. C – Certification Statement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. D – Charter School Roster of Key Contacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. E – Statement of Assurances	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. F – Surrounding Schools & Demographic and Performance Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. G – Instructional Minutes & Days Calculator	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. H – State Priorities under LCFF	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. I - District & Surrounding School Racial & Ethnic Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Appx. J Meaningfully Interested Signatures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Electronic PDF copy of entire application		<input checked="" type="checkbox"/>	<input type="checkbox"/>
Electronic copies of completed budget templates		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Additional Documents to Be Included In The Petition

Document Name	Section in the Application	Applicant Check	Reviewer Check
Executive Summary and Overview Tables	Executive Summary and Overview	<input checked="" type="checkbox"/>	<input type="checkbox"/>
School Staffing Model and Rollout	Element 4, Section B, Question 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>

School- and Organization-Level Decision-Making Responsibilities	Addendum for Existing Providers, Section B, Network Management, Question 3	<input type="checkbox"/>	<input type="checkbox"/>
Network-wide Staffing	Addendum for Existing Providers, Section B, Network-wide Staffing, Question 1	<input type="checkbox"/>	<input type="checkbox"/>
Collective Measurable Pupil Outcomes (MPOs)	Elements 2, Question 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Required Language	Embedded throughout	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Element 1: Educational Program

In accordance with SB 1290, Aurum Preparatory Academy pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

Aurum Preparatory Academy's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows: "

[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].

"If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

A. Target Population & Community Need

"As Mayor, I will be more concerned about whether a school or program is high quality and accessible to our highest need children, than about who governs or manages it, school district or public charter school, city or school district early childhood program, nonprofit organization or government agency." - Libby Schaaf, Mayor of Oakland

Aurum Preparatory Academy Charter School ("Aurum Prep") will serve a student body that reflects the demographics of the community that surrounds it, and is designed to provide a high quality option to our highest need children.

The target community of District 7, specifically zip codes 94603, 94605, and 94621, has made

steady academic progress over the past several years. The district is home to acclaimed schools such as Lighthouse Community Charter School, Madison Park Academy, Aspire's Lionel Wilson, and Education for Change's Cox Academy. While there are many "bright spots," there remains a strong need for more quality options that meet the needs of all students within these impoverished, high needs communities, especially for underrepresented minority students at the middle school level. Currently, in the target community within District 7, student academic performance does not substantially increase as students progress from elementary to middle school² (as exhibited in **Figure 1.06**, further below), there is not a district school in the target community that is above the 50th statewide percentile ranking³ (as exhibited in **Figure 1.05**, further below), and there is underperformance and underrepresentation for specific subsets of minority students in charter schools⁴ (as exhibited in **Figure 1.10**, further below). The demographic comparison for the students Aurum Prep seeks to serve is detailed in **Figure 1.01**.

Figure 1.01: Demographic Comparison

Location	Latino	African American	Pacific Islander	EL	Students with Disabilities
District 7 averages⁵	43.5%	40.7%	1.2%	47%	11%
Oakland averages⁶	41.1%	27.4%	1.1%	29.6%	11%
California averages⁷	37.6%	6.2%	0.4%	22.1%	12.9%

Our target community is centered around the intersection of 96th Avenue and Bancroft Avenue in deep East Oakland, reaching five primary neighborhoods (Cox, Webster, Ivywood, Foothill Square, and the Elmhurst community) and focusing on zip codes 94603, 94605, and 94621 in District 7 (**Figure 1.02**). The proposed territory is a majority minority community, like much of Oakland, with a mix of African American and Latino residents. According to census data between 2010 and 2014, African Americans represented, 37.8%, 47.9%, and 36.5% for the zip codes of 94603, 94605, and 94621 respectively⁸, whereas Latinos represented 52.6%, 23.3%, and 54.8% of the same respective zip codes. Currently, 22.9% of community in the target area is school-aged; 47% of the students in surrounding OUSD schools are English Learners; 11% are Special Education students⁹; 39.5% of children in the target community live in single parent households.¹⁰

² API School Level Reports." *California Department of Education*. N.p., n.d.

³ "Balanced Scorecard (n.d.) Oakland Unified School District Scorecard. OUSD. Web.

<http://www.ousddata.org/uploads/3/7/4/7/37475871/00_ousd_-_district_balanced_scorecard_-_2015-16.pdf>.

⁴ "API School Level Reports." *California Department of Education*. N.p., n.d.

<<http://api.cde.ca.gov/reports/page2.asp?subject=API&level=School&submit1=submit>>.

⁵ *American FactFinder*. United States Census Bureau, 2010. <http://factfinder2.census.gov>. This figure is an average of census data from the three zip codes of 94603, 94605, and 94621.

⁶ *Data Reports - External*. Oakland Unified School District, n.d. Web.

<https://drive.google.com/folderview?id=0B6QEgRqzjxxzTVFSUW1ZUml4Sms&usp=drive_web#>.

⁷ "DataQuest (CA Dept of Education)." *DataQuest (CA Dept of Education)*. N.p., n.d. Web. <<http://dq.cde.ca.gov/dataquest/>>.

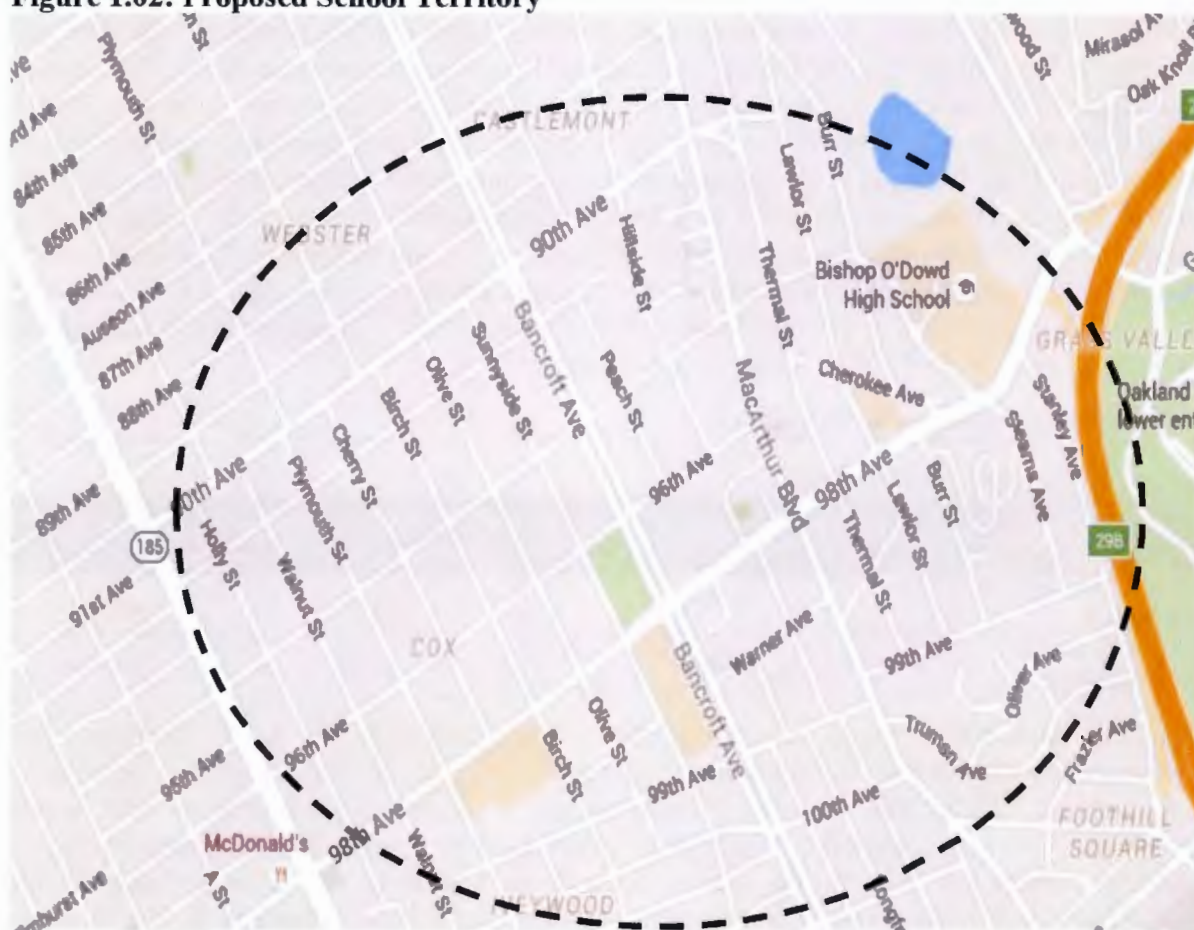
⁸ *American FactFinder*. United States Census Bureau, 2010. <http://factfinder2.census.gov>.

⁹ *Data Reports - External*. Oakland Unified School District, n.d. Web.

<https://drive.google.com/folderview?id=0B6QEgRqzjxxzTVFSUW1ZUml4Sms&usp=drive_web#>.

¹⁰ *American FactFinder*. United States Census Bureau, 2010. <http://factfinder2.census.gov/>.

Figure 1.02: Proposed School Territory



In our target community, the percentage of individuals with a college degree or higher is significantly lower than in both the City of Oakland and the State of California: 15.6% of adults have earned a bachelor's degree, with 5.5% attaining a graduate or professional degree; 39.9% of the adult population did not complete high school.¹¹ Among those 18 – 24 years of age, over 1 in 4 do not have a high school diploma or equivalent. In contrast, 81.5% of the population of California ages 25 years or older have graduated from high school and 31.9% have earned a bachelor's degree.¹² Many children growing up in these communities who are given the opportunity to be academically successful through the option of a quality 6-8 college preparatory charter school will be first generation college-bound students, and some will be first generation high school graduates.

The median household income for the target community is \$31,000, trailing state and city averages in terms of median household income and employment.¹³ California's median income is \$61,489,

¹¹ Ibid.

¹² Ibid.

¹³ United States Census Bureau. "Quick Facts." N.p., n.d. Web. <<http://quickfacts.census.gov/qfd/states/06/0653000.html>>.

while Oakland's median income is \$52,962.¹⁴ Moreover, this income includes some form of government assistance for many residents, including a range of 27% to 40% of families with children living in poverty.¹⁵ Demographics and economic data indicate that these zip codes are high poverty, high minority, and densely populated. On average, more than 88% of students in surrounding OUSD schools qualify for free or reduced lunch¹⁶ and between 41% and 70% of housing units are renter occupied.¹⁷ According to the 2015 Strategic Regional Analysis (SRA), five (5) schools (East Oakland Pride, Castlemont, Leadership Public Schools R&D, Rise, and New Highland) rank as a 6 on a scale from 1 to 6, with 1 being the least stressed and 6 being the most stressed.¹⁸ The area has a high crime rate, particularly for the propensity of violent crime. According to the Oakland Police Department, the target community, part of Area 5, is one of the areas in which violent crimes are most likely to occur in Oakland.¹⁹ The target area is ranked 1 on a crime index scale of 1 to 100 in which 100 is the safest.²⁰

1. Student Population to be Served

Figure 1.03: Student Demographics

Projected Demographics	FRL%	Students with Disabilities%	EL%
Projected Demographics of Aurum Prep	90%	11%	30%
2015 – 2016 OUSD Demographics ²¹	71.1%	11%	29.6%

Aurum Prep intends to serve a demographic that is representative of the target community. We also seek to address the under-enrollment of low-achieving populations within high performing schools such as African-American and Pacific Islander students. As evidenced by data in both District 7 and across the Oakland Unified School District, there is currently an underrepresentation of African American children in charter schools in Oakland. We plan to address this underrepresentation through our recruitment strategy outlined in **Element 1 E: Students Recruitment and Enrollment** and **Element 7: Means to Achieve Racial and Ethnic Balance**. Based on 2015 enrollment data of surrounding schools, we expect approximately 90% of students will qualify for free or reduced lunch. Given the current under enrollment patterns of specific minority groups in charter schools in District 7, Aurum Prep seeks to represent a higher proportion of underrepresented groups. We project that we will serve a 52% African American population, 41% Latino population, and 7% Pacific Islander population. We anticipate that 30% will be English Learners and 11% will qualify for special education services. In the fall of 2017, our inaugural class would include 132 6th graders and we would grow to full grade and student capacity in the 2019 – 2020 school year of 396.

¹⁴ "Bay Area Census - Oakland." *Bay Area Census -- City of Oakland*. N.p., n.d. <<http://www.bayareacensus.ca.gov/cities/Oakland.htm>>.

¹⁵ Ibid.

¹⁶ *Data Reports - External*. Oakland Unified School District, n.d. Web. <https://drive.google.com/folderview?id=0B6QEgRqjxxzIVfSUWIZUml4Sms&usp=drive_web#>.

¹⁷ *School Quality Snapshot*. California Department of Education, 2015. <http://www6.cde.ca.gov/schoolqualitysnapshot/>.

¹⁸ "Story Map Journal." *Strategic Regional Analysis*. OUSD, n.d. Web. <<http://ousd.maps.arcgis.com/apps/MapJournal/index.html?appid=4c58f84642c1493d9a75174244be1c0a>>.

¹⁹ "City of Oakland California." *Crime Statistics*. N.p., n.d. Web. <<http://www2.oaklandnet.com/Government/o/OPID/s/Statistics/>>.

²⁰ "Crime Rates for Oakland, CA." *Oakland CA Crime Rates and Statistics*. N.p., n.d. <<http://www.neighborhoodscout.com/ca/oakland/crime/>>.

²¹ "Fast Facts - Oakland Unified School District." *Fast Facts*. OUSD, n.d. Web. <<https://drive.google.com/drive/folders/0B6QEgRqjxxzOGIlWIBUS2d2ZXc>>.

Figure 1.04: Enrollment Projection

Grade Level	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6		132	132	132	132	132	132	132
7			132	132	132	132	132	132
8				132	132	132	132	132
Middle School	0	132	264	396	396	396	396	396

Aurum Prep will use a slow growth model, growing one year at a time, until the school reaches its full grade span of 6-8 and maximum capacity 396 students in 2019-20. We will start with a grade size of 132 students, divided into four cohorts with class sizes of approximately 33 students each and backfill in the upper grade levels as necessary. According to Stanford University's *Credo Report*, "opening 'slow growth,' or one grade level at a time, [is] associated with superior performance at most ages and grade spans."²² Given the needs of the community and the supreme importance of generating strong results even in our first years of operation, we have chosen to go with the research-proven method of slow growth. Studies show that schools that produce strong results in their first two years of operation tend to continue to produce those results, "after two years performing at the same level, quality becomes even more fixed at both ends of the spectrum."²³

2. Unmet Educational Needs, Surrounding School Demographic, School Performance Data

In recent years, the Oakland Unified School District (OUSD) has made progress towards its ambitious vision of all students graduating from high school as "caring, competent and critical thinkers, fully-informed, engaged and contributing citizens . . . prepare[d] to succeed in college and career."²⁴ Since 2012, for example, the reading proficiency of high school students has nearly doubled from 19% to 38%.²⁵ Yet OUSD continues to face significant challenges, and consistently trails the State of California and surrounding counties in academic proficiency as measured by the Academic Performance Index.²⁶ In 2014, for example, 56% of students in the state were proficient in English while 43% were proficient in OUSD. The same trend persists in Math, with 41% of students in OUSD deemed proficient as compared to 51% at the state. There are also disparities upon lines of race and ethnicity that persist. In 2016, only 17% of African American and 22% of Latino students were deemed proficient or above in English in OUSD as measured by the SBAC.²⁷ Comparatively, in the state of California, 31% of African American students and 37% of Latinos were deemed proficient or above. Similarly, in 2016 only 10% of African American and 15% of Latino students were deemed proficient or above in mathematics in OUSD as measured by the

²² Stanford University. "The Credo Report." *Charter School Growth and Growth Replication: And Replication Volume I* (2013): 1-72. Stanford University. Web. <<https://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>>.

²³ Ibid.

²⁴ OUSD. "Superintendent Search." / *Overview of OUSD*. N.p., n.d. Web.

²⁵ "OUSD District Balanced Scorecard." *OUSD Data Reports*. N.p., 2015. <_district_balanced_scorecard_->.

²⁶ OUSD. "Community Schools Project Narrative." (2013). Web.

<<http://www2.ed.gov/programs/communityschools/2014/oakland.pdf>>.

²⁷ District Level Reports." *California Department of Education*. N.p., n.d.<

<http://caaspp.cde.ca.gov/SB2016/ViewReport?ps=true&1stTestYear=2016&1stTestType=B&1stGroup=5&1stCounty=01&1stDistrict=61259>>

SBAC.²⁸ In California, on average, 18% of African Americans and 24% of Latinos were deemed proficient or above as measured by the SBAC.

In third grade, an especially critical time when students should be reading to learn as opposed to learning to read, 42.8% of local students are reading on or above grade level as measured by the Scholastic Reading Inventory.²⁹ This trend does not improve as students advance in grade levels within OUSD. In sixth grade, 31.5% of students, or less than one in three, are reading on or above grade level, and in ninth grade there is a slight increase to 38%, or slightly more than one in three, reading on or above level. Within the target community, the data demonstrates this trend in overall proficiency levels. In addition, please see **Appendix F** for additional detail as required.

Figure 1.05: 2014 – 2015 SRI and SBAC Results for Surrounding Schools³⁰

Name	SRI Results by Grade	SRI Results (All Grades)	SBAC Average Point Difference from State	Statewide Percentile Ranking
OUSD	42.8%- 3 rd Grade 31.5%- 6 th Grade 38%- 9 th Grade	N/A	N/A	N/A
Acorn Woodland K - 5	38.5%- 3 rd Grade	30.7% -All Grades	ELA - 40.5 Math - 42.2	46
Brookfield K - 5	33.9%- 3 rd Grade	26.1%- All Grades	ELA - 59.6 Math - 65.5	26
East Oakland Pride K - 5	25.4%- 3 rd Grade	18.6%- All Grades	ELA - 105.7 Math - 107.4	2
Encompass K - 5	50%- 3 rd Grade	33.2%- All Grades	ELA - 75.2 Math - 89.9	10
Esperanza K - 5	18.2%- 3 rd Grade	20.1%- All Grades	ELA - 67.3 Math - 57.5	26
Fred T. Korematsu K - 5	31.6%- 3 rd Grade	23.9%- All Grades	ELA - 70.4 Math - 70.8	19
Howard K - 5	17.1%- 3 rd Grade	18.8%- All Grades	ELA - 88.5 Math - 94.6	6
New Highland K - 5	11.5%- 3 rd Grade	17.9%- All Grades	ELA - 85.5 Math - 95.7	6
Markham Elementary TK - 5	31.3%- 3 rd Grade	23.1%- All Grades	ELA - 98.8 Math - 95.3	4
Reach TK - 5	15.2%- 3 rd Grade	13.1%- All Grades	ELA - 130.8 Math - 123.7	1
Rise K - 5	25.5%- 3 rd Grade	20.5%- All Grades	ELA - 126.6 Math - 126.4	1
Alliance Academy 6 - 8	18.9%- 6 th Grade	21%- All Grades	ELA - 113.2 Math - 137.6	1

²⁸ Ibid

²⁹ "OUSD District Balanced Scorecard." *OUSD Data Reports*. N.p., 2015. < district_balanced_scorecard_->.

³⁰ "Balanced Scorecard (n.d.) Oakland Unified School District Scorecard. OUSD. Web.

<http://www.ousddata.org/uploads/3/7/4/7/37475871/00_ousd_-_district_balanced_scorecard_-_2015-16.pdf>.

Elmhurst 6 - 8	14.9%- 6 th Grade	24%- All Grades	ELA - 96.5 Math - 146.1	1
Castlemont 9 - 12	21.1%- 9 th Grade	19.5%- All Grades	ELA - 91.5 Math - 164.8	1

As outlined, not one school in the target community has a majority of students reading on or above grade level as measured by the Scholastic Reading Inventory Assessment. The schools which currently have the highest level of proficiency, Acorn Woodland and Encompass, have approximately 30% of students, or less than one in three, reading on grade level. All schools in the target community fall significantly behind the state average in Math and English as measured by the SBAC. No school in the target community ranks above the 50th percentile of performance. At the middle and high school level, all district schools rank in the lowest percentile of schools within the state.

In California, individual schools' student achievement was rated through the Academic Performance Index (API) until 2013. The goal set for public schools within the state was an API of 800. In 2013, the average Growth API in District 7 was 706. Currently, the primary method for measuring student performance is through the Smarter Balanced Assessment (SBAC). These statistics continue to demonstrate a low level of attainment within the target community feeder pattern. A student who starts their educational experience within an OUSD school in the target community may have results reflected below:

Figure 1.06: Feeder Pattern in District 7³¹

School	District 7 Feeder Pattern					
	2013 Growth API	3 Year Average API	2015 – 2016 SBAC Results	2015 – 2016 SRI Results	Chronic Absence	A – G Completion
Reach Academy Elementary	628	617	9%- ELA 4%- Math	13.1%	23%	N/A
Alliance Academy	627	666	12%- ELA 5%- Math	21%	18.2%	N/A
Castlemont High	509	N/A	6%- ELA 0%- Math	23.2%	18.8%	16.7%

As performance results indicate, the schools in the area have struggled to meet the needs of all students. Student proficiency rates, as measured by API, decrease as students progress from elementary to high school. Less than a quarter of students within this feeder pattern are reading on or above grade level and nearly one fifth of students are chronically absent. SBAC results demonstrate that less than 10% of students will be proficient in mathematics and less than 15% will be proficient in English at any point within this feeder pattern. The data strongly suggests that many students in the target area will not achieve the district's mission.

There are even wider disparities when analyzing the statistics among minorities and low-income children in the District. In the 2014 – 2015 school year, 66.7% of White students were deemed to have met or exceeded grade the English standard as measured by the Smarter Balanced Assessment Consortium (SBAC)³² whereas 15.2% of African Americans and 19.1% of Latinos met or

³¹ "API School Level Reports." *California Department of Education*. N.p., n.d.

<<http://api.cde.ca.gov/reports/page2.asp?subject=API&level=School&submit1=submit>>.

³² "OUSD District Balanced Scorecard." *OUSD Data Reports*. N.p., 2015. <_district_balanced_scorecard_->.

exceeded the same English standard (**Figure 1.08**).³³ In Math, 62.1% of Whites met or exceeded the standard compared to 9.5% of African Americans and 13.7% of Latinos (**Figure 1.08**). Considering that more than half of the students in OUSD are African American or Latino, and represent the majority of our target community, more high quality education options are a priority (**Figure 1.07**).³⁴

Figure 1.07: OUSD Student Demographic Information

OUSD Student Demographic Information		
Race/Ethnicity	Percentage of Total Student Population	Amount of Students
Asian	14.40%	5,339
African American	27.40%	10,159
Latino	41.10%	15,238
Native American	0.30%	111
Pacific Islander	1.10%	408
White	10.80%	4,004
Multiple Ethnicity	3.50%	1,298
N/A	1.40%	519
Total	100%	37,075

Figure 1.08: OUSD Balanced Scorecard Data³⁵

2015 – 2016 OUSD Balanced Scorecard Data					
Demographic	Cohort Graduation	Cohort Dropout	A-G Completion	Chronic Absence	Suspension
All	60.8%	23.3%	39.8%	12.1%	3.9%
Asian	71.5%	16.9%	60.1%	4.4%	0.9%
African American Male	54.3%	26.6%	18.0%	19.1%	10.3%
African American	58.6%	24.9%	23.6%	19.7%	8.2%
Latino	54.5%	26.2%	36.2%	11.2%	2.5%
Pacific Islander	57.8%	26.7%	13.8%	14.7%	4.7%
White	75.4%	16.6%	76.5%	5.5%	1%
Low Income	67%	16.2%	37.5%	13.1%	4.5%
Students with Disabilities	55.1%	22.9%	9.6%	19.6%	7.9%

The four-year current cohort graduation rate stands at 60.8%, with 39.8% of students having the necessary A – G course completion in the 2013 – 2014 school year.³⁶ These statistics fall even lower, especially for students who are African American, Latino, Pacific Islander, or who have disabilities. Currently, the graduation rate for African Americans, Latinos, and Pacific Islanders is lower than the district's average while the cohort dropout rate for African Americans, Latinos, and Pacific Islanders is higher. Worth noting are the high numbers of chronic absence and suspension rates for African American children, which at 8.2% nearly twice the amount than any other race or ethnic group. Students with disabilities also are far behind their peer groups in nearly every

³³ Ibid.

³⁴ OUSD. "Oakland Unified School District Fast Facts 2013-2014." (n.d.): 91-92.

<<http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/4/OUSDFastFacts2013-14.pdf>.

³⁵ Ibid.

³⁶ Ibid.

category. These statistics suggest that African American and Latino children and students with disabilities are not getting the supports they need and are struggling to meet the district's ambitious mission for all children.

According to California statute, one of the distinct purposes of charters is to "increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving."³⁷ Aurum Prep proposes to serve a student population that is high minority, high poverty, and high need. We are expressly determined to provide all of our students with an excellent middle school education that prepares our students for success in high school, college, and career.

Figure 1.09: Average 2013 Growth API for Target Community Schools by Grade Level³⁸

School Level	Average 2013 Growth API
District Elementary Schools	711
District Middle Schools	671
District High Schools	512

Within District 7, many of these statistics worsen over time. For example, the average API at each level in the K – 12 feeder pattern reflects a pattern that decreases the longer students remain in school. Conversely, while many of the charters schools in District 7 are serving children with a higher degree of academic success, many are not serving a proportional demographic of students to the overall population District 7 reflects.

Figure 1.10: Average 2013 Growth API and Demographics of Charter Schools in District 7

School Name	2013 Growth API	African American	Latino
Cox Academy (K – 5)	743	19.6%	69.1%
Lighthouse (K – 8)	796	12%	79.7%
Monarch Academy (K – 8)	761	4.1%	94.1%
K - 8 Average	766	11.9	80.97%
Bay Area Technology (6 -12)	n/a	47.9%	28.7%
Lighthouse Community (9 – 12)	799	9.9%	83.9%
Lionel Wilson (6 – 12)	807	3.2%	96%
LPS R&D (9 -12)	734	12.5%	85.2%
6 – 12 Average	780	10.23	73.48%
Overall Average	773	15.14%	77.21%

While the 2013 growth API of charters is higher than that of the district, there is large disparity within which populations are being serviced in the Oakland community. On average, 15% of students in charter schools in District 7 are African American and only one charter school in District 7 has a population of African American students that reaches or exceeds 20%. When the demographic data for zip codes 94603, 94605, and 94612 are averaged, District 7 has

³⁷"Code Section Group." *Codes Display Text*.

<http://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=26.8.&chapter=1.&article=>

³⁸ This table reflect the average of District 7 API data at the Elementary, Middle, and High school levels. "API School Level Reports." *California Department of Education*. N.p., n.d.

<<http://api.cde.ca.gov/reports/page2.asp?subject=API&level=School&submit1=submit>>.

approximately a 40% population of African Americans (Figure 1.01).³⁹ This suggests that the educational needs of all children in the target community are not being met in a manner that is equitable.

Figure 1.11: Surrounding Schools Demographic & Performance Data

Surrounding Schools Demographic and Performance Data Address: The intersection of 96 th Avenue and Bancroft Avenue														
OUSD Schools	# of Students 2013	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013 School Performance Framework Classification (SPF)
Acorn Woodland K - 5	165	87.2%	10.9%	64.4%	86.9% Latino	9.7% African American	1.9% Asian	798	N	Y	829	5	3	5
Brookfield K - 5	223	70.9%	20.2%	58%	64.3% Latino	25.3% African American	3.5% Asian	687	N	N	728	1	1	3
East Oakland Pride K - 5	283	100%	16.3%	60.6%	69.1% Latino	26.1% African American	1.5% Pacific Islander	668	Y	Y	660	1	1	2
Encompass K - 5	199	100%	13.1%	59%	72.8% Latino	20.2% African American	1.3% Asian	746	N	N	764	2	3	5
Esperanza K - 5	202	99.1%	11.4%	84.7%	98.1% Latino	1.6% African American	.3% Asian	778	Yes	Yes	766	4	4	5
Fred T. Korematsu K - 5	243	100%	7.4%	64.8%	75% Latino	17% African American	2.8% White	743	Y	N	753	2	2	4
Howard K - 5	130	87.4%	22.3%	11.7%	73.2% African American	16.1 Latino	4.4% Asian	777	N	N	790	4	8	7
New Highland K - 5	181	92.9%	7.2%	70.1%	81.9% Latino	15.1% African American	1.7% White	676	N	N	712	1	1	2
Markham Elementary TK - 5	194	93.8%	13.9%	43.8%	56.2% Latino	36% African American	2.8% Pacific Islander	749	N	N	759	3	4	5

³⁹ United States Census Bureau. "Quick Facts." N.p., n.d. Web. <<http://quickfacts.census.gov/qfd/states/06/0653000.html>>.

Reach TK – 5	179	86.3%	11.7%	36%	46.6% African American	40.7% Latino	5.9% Asian	628	N	N	617	1	1	1
Rise K – 5	194	100%	8.2%	56.3%	66.5% Latino	29.2% African American	1.2% Asian	555	N	N	651	1	1	1
Alliance Academy 6 – 8	319	100%	7.2%	41.6%	Latino 70.3%	20.7% African American	4.5% Pacific Islander	627	N	N	667	1	1	1
Elmhurst 6 – 8	333	90.25	15.3%	28.8%	Latino 57.3%	36.4% African American	2.2% Pacific Islander	686	N	N	683	1	3	3
Castlemont 9 – 12	375	83.6%	14.9%	24.5%	52.7% Latino	38.4% African American	6.1% Pacific Islander	509	N/A	N/A	N/A	1	1	2
Charter Schools														
Cox K – 5	368	100%	6.8%	56.5%	69.1% Latino	19.6% African American	4.6% Pacific Islander	743	N	N	N/A	2	7	6
Monarch K – 5	250	95.3%	10%	72.2%	94.1% Latino	4.1% African American	.5%	761	N	N	774	3	6	6
Leadership R&D 6 – 12	157	100%	5.7%	37.5%	85.2% Latino	12.5% African American	1.1% Pacific Islander	734	N/A	N/A	N/A	4	9	7

3. Meeting the Needs of Our Students

"It is my belief that all young people have the ability to achieve at high levels, and it is our responsibility to ensure that they do. . . This includes having high expectations for students to succeed academically, socially, in their college and career pursuits, and in life." – Antwan Wilson Superintendent of the Oakland Unified School District ⁴⁰

We propose a high-expectations, high achieving 6-8 charter school that replicates the successful models of other high performing charter schools in California and across the country. With the training, support, and guidance of Building Excellent Schools and Educate78, and with the continuous input and support of local families and community stakeholders, we will offer Oakland families a unique, college preparatory middle school education designed to aggressively remediate academic gaps and accelerate student learning – all within a small, values-based school community that draws on effective practices of top performing urban charter schools serving similar populations of need.

We understand the tremendous work required and moral mandate at stake to close significant reading and mathematics gaps for African-American and Latino students growing up within our city. For this reason, Aurum Prep proposes an extended school day centered on rigorous literacy and math education. Our students will receive at least 180 minutes of literacy and 100 minutes of math instruction each day. Our two-teacher model for our lowest math and literacy cohorts, as

⁴⁰ Grady, Barbara. "BREAKING: OAKLAND SCHOOL DISTRICT CHOOSES NEW SUPERINTENDENT." *Oakland Local*. n.d. 2014. Web.

determined by interim assessments, will allow students performing below grade-level multiple opportunities each day to practice and then master content with the support of high capacity, mission-driven teachers. Within our twice per day 40-minute FOCUS periods, our high-risk students will receive small group teacher support, conferencing, and tutoring each day as determined by weekly data. Students will not transition between classes; instead, teachers will travel from class to class to maximize every minute of instruction and to maintain a small school community within each classroom – shown to be pivotal for the success of our target community.

We believe in the promise of every student, and we have listened to the dreams local families have for their children. Therefore, all students at Aurum Prep will take a college-preparatory track so that they can determine the scope and trajectory of their futures upon graduation. This college-preparatory track begins in middle school, ensuring that Aurum Prep students will enter high school on the pathway to college. Our curriculum will provide students with a rigorous literacy and math program aligned to a sequence that meets the entrance requirements of the University of California collegiate system. We also recognize that in order for students to be successful in college they must be prepared with a strong character education. We know that our students must be able to think, speak, and write well, as measured by rigorous national standards, and they must be able to present themselves as eager and earnest young people ready to lead in this world. With a focus on character development and strong curriculum, Aurum Prep will give students and families the education they need for college and career readiness and for which so many families are yearning.

We approach education with the belief that all students will be successful when given the foundational skills in literacy and math, along with the personal character development needed to navigate the collegiate and professional worlds. Given that many of our students will enter sixth grade performing below grade level, it is essential that we extend the school day to create more time to master content in literacy and math. Through a highly-structured, achievement-oriented, and joyful school community, we prioritize that time to remediate gaps quickly and to accelerate learning for every student, inspiring them within our close school community to do the hard work that builds success and providing them with the personalized supports they need to succeed.

According to the 2015 Strategic Regional Analysis, the district loses many children at the middle and high school levels.⁴¹ The capture rate is defined by OUSD as the percent of Oakland school-aged children enrolled in OUSD district-run and OUSD charter schools. Specifically, in sixth grade, the district and district-approved charter schools have a capture rate of 82% whereas in ninth grade the capture rate is 79%. In alignment with the Equity Pledge, we propose to partner with OUSD to play a role in creating a sustainable neighborhood school that will provide students and families with a high quality option.

Aurum Prep will work towards the goal of every student graduating from middle school at or above proficiency, which will ultimately allow us then to prepare all students to succeed within and graduate prepared to succeed in high school and ultimately the college of their choice. We will focus our efforts on recruiting students from communities in deep East Oakland and specifically within the zip codes of 94603, 94605, and 94621.

⁴¹ "Story Map Journal." *Strategic Regional Analysis*. OUSD, n.d. Web.

<<http://ousd.maps.arcgis.com/apps/MapJournal/index.html?appid=4c58f84642c1493d9a75174244be1c0a>>.

4. Alignment with the Charter Schools Act and District's Mission, Vision, and Goals

In accordance with the Charter Schools Act and the OUSD mission, Aurum Prep will significantly increase the learning outcomes of students in the target community, especially those “identified as academically low achieving.”⁴² We propose to work with the district to “eliminate inequity” by serving students currently not being serviced at proportional rates.⁴³ Aurum Prep will provide students with a rigorous curriculum aligned to Common Core State Standards that fulfill A - G requirements, and will ensure our students can succeed in other post high-school pathways, including vocational and trade options. Our school will provide “parents and pupils” with “expanded choices” by addressing the need for a college preparatory school with an emphasis on character development, personalized learning, and design thinking.⁴⁴ It is our belief that the community and families we serve are critical to our success and we have designed systems to frequently communicate with families and have actively forged several community partnerships. Aurum Prep will provide “each child with excellent teachers, every day” through our unique and expansive professional opportunities for our staff and we intend to work with the district to offer our rigorous professional development as an opportunity in which others can engage.⁴⁵

5. Community Involvement

At Aurum Prep, we deeply believe in engaging with families and community partners. We have taken extensive time to conduct a listening campaign with a wide array of community partners and local families, including meeting at local churches, non-profits, and local schools, including but not limited to organizations such as Acts Full Gospel, Oakland Leaf, Cox Academy, and Oakland Parents Together. Over the last several months, we have engaged over 300 community members, spoken at multiple churches, hosted a table at more than five (5) community-wide events, and we have held nine (9) Community Meetings. Our Family Advisory Council consists of over 15 parents and students from the East Oakland community and has helped to inform the vision and direction of the proposed school and has also has been instrumental in our community outreach efforts.⁴⁶

In our community meetings, parents and students have advised us on what aspects they consider most important in a school and also where they feel the need is greatest within the community. Through their input and extensive research of existing data, we have determined that our target community, centered at the intersection of 96th Avenue and Bancroft Avenue, is in need of a quality school option. When asked at what grade level parents would want a quality school option, parents resoundingly were concerned for their children going into middle school. The following quote is demonstrative of their sentiments regarding the educational options currently available to them at middle and high school level: “Our children are being trained to work from their backs and not with their heads for the rest of their lives.” – Maria De La Cruz, East Oakland Parent. Regardless of family challenges, what all parents want, and what all young people are hopeful for, is a school

⁴² “California Charter Law.” California Legislative Information. The State of California, n.d. Web. <http://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=26.8.&chapter=1.&article=>>.

⁴³ “Welcome to Oakland Unified.” *OUSD Welcome Page*. Oakland Unified School District, n.d. Web. <<http://www.ousd.org/domain/4>>.

⁴⁴ “California Charter Law.” California Legislative Information. The State of California, n.d. Web. <http://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=26.8.&chapter=1.&article=>>.

⁴⁵ “Welcome to Oakland Unified.” *OUSD Welcome Page*. Oakland Unified School District, n.d. Web. <<http://www.ousd.org/domain/4>>.

⁴⁶ See page 158 through page 159 for a detailed description of Family Advisory Council (“FAC”).

that raises the bar high, puts the staff, structures, and supports in place for students to reach that bar, and opens up a world of school and life opportunity through hard work, values, and a tangible dream for what is possible for every child in our community.

6. Community Feedback

In keeping with the will of the families and community we propose to serve, we have designed our school in accordance with their feedback. In each of our meetings, we have solicited the input of families and community members through polls, surveys, and discussions. The following chart is a poll used in one of our ongoing community meeting, the largest words representing the words that were most frequently selected by our parents and families:

Figure 1.12: Parent and Family Survey

What do you want in a school for your child? (use one word)

Respond at [PollEv.com/aurum](https://www.poll Everywhere.com/aurum) Text **AURUM** to **37607** once to join, then text your message



Poll Everywhere

In surveys of dozens upon dozens of parents, families, and students attending our community meetings, we asked: “What you would want in a school for your child?” The most common response was “college.” Other frequent responses include: “21st century skills, diversity, security, passion, and love.” We have also conducted parent and student learning circle focus groups in which conversations were entirely led by our families. In these learning sessions, parents and students were asked some of the following questions:

- Who has been your favorite teacher and why?
- What would be the ideal school for you?
- What things about your school/education did you most like?
- What things about your school/education would you change or do you need?

The answers to these questions reinforced our core beliefs: families and students want a school and a team of teachers that care deeply about them, ensure that they work hard, and celebrate their

success every step of the way. Our school is uniquely tailored to be able to deliver upon the needs and wants of the community. Given the high demand for a school that will provide students with viable opportunities to succeed in high school and college, we have structured our school to have the necessary rigorous academic program, college-going culture, and necessary supports to ensure success from day one. Our extended time in Math and English exceeds the California Department of Education's recommendation for exemplary schools.⁴⁷ Additionally, we will bolster our college going culture not only through college banners, regalia, advisory periods, and Community Circles, but also through direct experience and exposure through field trips and work-based learning opportunities, and we will invite families and community partners to join us. All field trips and off-site work-based learning experiences will require Board approval and will be provided to our students through our fundraising efforts; students will have equitable access to these experiences and families will never be required to pay in order to attend. Field trips are designed to start with a focus on the local community and as we expand our students' world view, progressively expand to include regional, national, and eventually international communities. We firmly believe that students' exposure to these various experiences will enhance learning in all of our core content areas, as "[f]ield trips provide real experiences related to all content areas... they begin to understand, in a very concrete way, the value of important community resources."⁴⁸

Figure 1.13: Proposed Field Trips

Grade Level	Proposed Field Trip
6	Local Colleges and Universities (UC Berkeley, Laney College, Mills College, etc.); Children's Fairyland, Lake Chabot Park.
7	Bay Area Colleges (Academy of Art University, Santa Clara University, San Francisco State, Stanford University, etc.); Coit Tower, Golden Gate Park, Muir Woods.
8	Washington D.C. and Regional Colleges (American University, Hampton University, Howard University, etc.); Yosemite National Park.

In discussions, parents and students also expressed their desire for a school that (a) had quality teachers that held students to high expectations but also supported them, (b) provided character development throughout the year and across the grades, and (c) provided classes in and a focus on entrepreneurship. Aurum Prep will conduct an intensive recruiting, interviewing, and hiring process from a wide and diverse pool of candidates that will ensure that all of our teachers are highly qualified, have the necessary credentials and certifications, and are well-trained and driven to address the needs of our students. We have constructed our calendar to include frequent opportunities for staff to be developed, including weekly observations and debriefs, three hours of weekly professional development, and six (6) data days for our instructional staff to make informed decisions on how to best remediate and approach upcoming content, and seven (7) additional annual days in addition to the 20 summer professional development days devoted to the building of our team, our culture, and our curriculum. We strongly agree with the sentiment of renowned psychologist Carol Dweck: "With the right mindset and the right teaching, people are capable of

⁴⁷ *Reading/Language Arts Framework for California Public Schools*. California State Board of Education. 2007. <http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf>.

⁴⁸ Martha L. Nabors, PhD. *MAKING THE CASE FOR FIELD TRIPS: WHAT RESEARCH TELLS US AND WHAT SITE COORDINATORS HAVE TO SAY* (n.d.): n. pag. College of Charleston. Web. <http://teamhoward.pbworks.com/f/Case_for_field_trips.pdf>.

a lot more than we think.”⁴⁹

Figure 1.14: Aurum Prep Family Advisory Council Meeting



Our school design is focused to address each of the areas identified by our families and community members. Aurum Prep will have character education on a weekly basis that is aligned to our FIRST core values (Focus, Integrity, Respect, Self-Determination, and Team) and the “7 Habits of Highly Successful Teens.” Students will receive incentives for exemplifying our values both from their teachers in class and from their peers in weekly Community Circles. Moreover,

parents expressed their desire to have ongoing opportunities to work with and communicate with leadership, therefore we are committed to hosting monthly Cafecitos in which parents and leadership have an opportunity to build relationships and discuss the school. Our middle school design thinking curriculum will further enhance our character development program by reinforcing the value of empathy. According to a Stanford publication on design thinking in middle school, “The two most important aspects of this theme (design thinking) were that students saw themselves as active change agents and that students exhibited empathy in relation to understanding human needs, both of which are essential components of design thinking. This was particularly important as they were in their school environment, and had intimate in-depth knowledge of their surroundings.”⁵⁰

If students are to rise out of the circumstances into which they were born, it is especially important for students born into poverty to receive the very best education possible.⁵¹ Data is clear: there is a strong correlation between a student’s educational attainment and their propensity to earn a salary greater than that of their parents.⁵² Proportionally, the income gap between families that have college-educated parents and families that do not has grown to more than \$30,000, after inflation. The Oakland community and the many families raising their children here recognize the supreme importance of excellent educational options and the stakes for the long-term implications the quality of such education will have.

The following chart lists the Community Outreach Events we have held.

⁴⁹ Dweck, Carol. *Mindset: The New Psychology of Success*. NY: Random House, 2006.

⁵⁰ Carroll, Maureen, Shelley Goldman, Leticia Britos, Jaime Koh, Adam Royalty, and Michael Hornstein. “Design Thinking in a Middle School Classroom.” *International Journal of Art & Design Education* 29.1 (2010): 37-53. Stanford University. Web. <http://www.stanford.edu/group/redlab/cgi-bin/materials/IJADI_Article.pdf>.

⁵¹ Capra, Theresa. “Poverty and Its Impact on Education: Today and Tomorrow.” *The NEA Higher Education Journal*. Web. <<http://www.nea.org/assets/docs/HE/TA09PovertyCapra.pdf>>.

⁵² Porter, Eduardo. “A Simple Equation: More Education = More Income.” *The New York Times*. The New York Times, 10 Sept. 2014. Web. 04 Mar. 2016.

Figure 1.15: Schedule of Speeches, Family Advisory Council Meetings, and Tabling Events

Date	Event	Purpose
02/07/2016	Speech/Tabling at Acts Full Gospel	Build community and awareness
03/23/2016	Family Advisory Council Meeting #1	Discuss the aspirations of families of the community
04/06/2016	Family Advisory Council Meeting #2	Establish if families would want a school option and in which community
04/06/2016	Tabling at Cox Academy	Inform Parents about Aurum Preparatory
04/20/2016	Tabling at Cox Academy	Inform Parents about Aurum Preparatory
04/20/2016	Family Advisory Council Meeting #3	Discuss the what families would want in a school design and establish outreach strategy
05/04/2016	Family Advisory Council Meeting #4	Understand what parents and students aspire for in their educators
05/04/2016	Tabling at Cox Academy	Inform Parents about Aurum Preparatory
05/25/2016	Family Advisory Council Meeting #5	Determine what systems would allow for the best family and school interactions
05/25/2016	Tabling at Cox Academy	Inform Parents about Aurum Preparatory
06/01/2016	Speech/Tabling at Live, Learn, Success	Inform Parents about Aurum Preparatory
06/08/2016	Family Advisory Council Meeting #6	Access what is and is not currently working for students
06/08/2016	Tabling at Cox Academy	Inform Parents about Aurum Preparatory
06/15/2016	Family Advisory Council Meeting #7	Determine what a safe learning environment looks like and how to make the school safe
06/17/2016	Tabling at the Paradise Baptist Church Block Party	Build community and awareness
06/18/2016	Speech/Tabling at Emmanuel Baptist Church	Build community and awareness
06/25/2016	Speech/Tabling at Mt. Sinai Missionary Baptist Church	Build community and awareness
07/06/2016	Family Advisory Council Meeting #8	Graduate Profile Activity- What should a middle school graduate of Aurum Prep look like?
07/23/2016	Family Advisory Council Meeting #9	Communication Structures and Community Outreach part 1
07/27/2016	Family Advisory Council Meeting #10	Communication Structures and Community Outreach part 2

Figure 1.16: Speech at Acts Full Gospel



Figure 1.17: Sample Schedule of One to Ones

Date	Person	Purpose
1/28/2016	Bishop Bob Jackson - Acts Full Gospel	One to one
1/28/2016	Laura Flaxman - Educate78	One to one
1/29/2016	Odiaka Gonzales - Oakland Leaf	One to one
1/30/2016	Erin Bernick - Oakland Parent	One to one
2/1/2016	Ron Towns - Oakland Teacher	One to one
2/1/2016	Ash Solar - GO Public Schools	One to one
2/2/2016	Scott Bryant - Oakland Resident	One to one
2/3/2016	Dirk Tiloston - Oakland Resident	One to one
2/3/2016	Patrick Walsh - CCSA	One to one
2/4/2016	Erin Lewellen - Global Citizen Year	One to one
2/23/2016	Elsie Simplicano - Oakland Resident	One to one
2/23/2016	Raul Alacantar - Oakland Lead	One to one
2/24/2016	Auroa Barajas - GO Public Schools	One to one
2/24/2016	Jeadí Somos - Oakland Teacher	One to one
2/25/2016	Mcka Tull - Seneca Family of Agencies	One to one
2/25/2016	Yanira Canizales- Lighthouse	One to one
2/25/2016	Kwame Nitoto - Oakland Parents Together	One to one
2/26/2016	Jumoke Henton - Hodge- OUSD Board Member	One to one
2/26/2016	James Jackson - Oakland Resident	One to one
2/26/2016	Hae-Sin Thomas - Education for Change	One to one
2/26/2016	Xavier Buster - Oakland Teacher	One to one
3/11/2016	Tracy Sessions - Teach For America	One to one
3/21/2016	Lars Jorgensen - OUSD School Partner	One to one
3/22/2016	Elizabeth Torres - OUSD	One to one
3/22/2016	Bernex Richardson - Year Up	One to one
3/23/2016	Kevin King - Cox Academy	One to one
3/23/2016	Chasmin - OUSD Teacher	One to one
3/24/2016	Bishop Bob Jackson - Acts Full	One to one

	Gospel	
3/24/2016	Pastor Chris Casmire - Shiloh Baptist Church	One to one
3/29/2016	Greg Hodge - OUSD Resident	One to one
3/29/2016	Rebecca Haskell - Oakland Educator	One to one
3/30/2016	Rachel Henry - Oakland Parent	One to one
3/30/2016	Rachel Uthman - Oakland Parent	One to one
3/31/2016	Senah Adams - Oakland Parent	One to one
3/31/2016	Emani Lewis - KIPP Bridge	One to one
4/1/2016	China Lewis - Oakland Parent	One to one
4/1/2016	Judy Johnson - Oakland Parent	One to one
4/1/2016	Ashely Lyons - Oakland Parent	One to one
4/4/2016	Eli Kennedy - Level the Playing Field	One to one
4/4/2016	Endia Cleveland - Oakland Parent	One to one
4/4/2016	Jamal Fields - Education for Change	One to one
4/5/2016	Kareem Weaver - New Leaders for New Schools	One to one
4/5/2016	Meisha Fogle - Oakland Parent	One to one
4/6/2016	Gina Smith - Oakland Parent	One to one
4/6/2016	Frederick Marx - Warrior Films	One to one
4/6/2016	Ariana Ochoa - Oakland Parent	One to one
4/7/2016	Emma Paulino - Oakland Community Organizations	One to one
4/7/2016	James Harris - OUSD School Board President	One to one
4/8/2016	Kevin Taylor - Oakland Educator	One to one
4/8/2016	Norma Morales - Oakland Parent	One to one
4/8/2016	Bernadette Richards - Oakland Parent	One to one
4/12/2016	Erika Evans - Oakland Parent	One to one
4/12/2016	Jimmie Johnson - Oakland Parent	One to one
4/19/2016	Maira Vaca - Oakland Parent	One to one
4/19/2016	Keith Roberston - 100 Black Men Education Chair	One to one
4/19/2016	Pratik Shah - Oakland Resident	One to one
4/21/2016	David Silver - Education Advisor to the Mayor	One to one
4/25/2016	Rose Torres - OUSD School Board Member	One to one
4/25/2016	Kevin King and Guadalupe Nuno - Cox Academy	One to one
4/25/2016	Paul Perry - The Reset Foundation	One to one
4/26/2016	Gloria Lee - Educate78	One to one
4/26/2016	Kevin Taylor - OUSD Educator	One to one
4/26/2016	Carolyn Gramstorff - Educate78	One to one
4/26/2016	Emilie Linick - Capital Impact Partners	One to one
4/27/2016	Allen Smith - OUSD	One to one
4/28/2016	Aida Mariam - Youth Uprising	One to one
4/28/2016	Alfredo Matthew - NFTE	One to one
5/2/2016	Jodi London - OUSD School Board Member	One to one
5/5/2016	Antwan Wilson - OUSD	One to one

	Superintendent	
5/5/2016	James Harris - OUSD School Board Member	One to one
5/6/2016	Pastor Duley - Kaleo Church	One to one
5/23/2016	Cynthia Adams - NAACP	One to one
5/23/2016	Myra Esparza - Oakland Parent	One to one
5/24/2016	Pastor Overall - Shiloh Baptist Church	One to one
5/31/2016	Pastor Reems - Center of Hope Church	One to one
6/8/2016	Pastor Miller - Emmanuel Church	One to one
6/9/2016	Charla Johnson - Oakland Parent	One to one
6/9/2016	Cava Menzies - Oakland Parent	One to one
6/10/2016	Tarolyn Brown - Oakland Parent	One to one
6/14/2016	Minh-Tram Nguyen - Oakland School Leader	One to one
6/23/2016	William Clements - Oakland Resident	One to one
06/24/2016	Rachel Willis - Oakland Parent	One to one
06/27/2016	Miye Takagi - Oakland Parent	One to one
06/28/2016	David Montes - OUSD	One to one
06/29/2016	Patrick Walsh - CCSA	One to one
06/30/2016	Justin Warren - Oakland Resident	One to one
07/01/2016	Greg Klein - Rogers Family Foundation	One to one
07/07/2016	James Harris - OUSD School Board President	One to one
07/25/2016	Olis Simmons - Youth Uprising	One to one

7. Evidence of Support

Through our extensive listening campaign and community outreach with a variety of community partners, Aurum Prep has interacted with various parents, families, educators, and leaders in Oakland. Aurum Prep represents the will of a multitude of those in the target community who demand a quality education for their children. Over the last several months, we have documented the support for Aurum Prep through letters of support, meaningfully interested signatures, and general community petition signatures.

- Securing 98 Intent to Enroll forms (**COMPLETED - see appendix J**)
- Securing 128 Meaningfully Interested Signatures (**COMPLETED - see appendix J**)
- Securing 500 general Community Petition Signatures (**COMPLETED - see appendix O**)
- Gathering 5 letters of support from local educators (**COMPLETED - see appendix M**)
- Gathering 13 letters of support from local community leaders and organizations (**COMPLETED - see appendix N**)
- Holding 10 Family Advisory Council meetings (**COMPLETED**)
- Canvassing events to meet families in the neighborhoods (Ongoing)
- Attending neighborhood community meetings (Ongoing)
- Meeting parents at local churches (Ongoing)

8. Community Members Represented on Founding Team

There are two primary structures within our founding team, our Founding Board of Directors and our Family Advisory Council.⁵³ Our Founding Board is composed of members who are deeply committed to the community of deep East Oakland. One member of our Board, Kimberly Nerpouni, is a native of and graduate from the Oakland Unified School District. Moreover, one of our Board members, Vanessa Sifuentes-Dimaano, is a long-term educator in deep East Oakland and has had a pronounced impact in that field. Moreover, the leadership of our Family Advisory is entirely composed of local families or graduates from OUSD. The leadership structure of our Family Advisory Council comprises:

- Rachel Henry, Oakland Parent, 94605
- Mayra Esparza, Oakland Parent, 94603
- Charla Blackmon, Oakland Parent, 94605
- Erin Berwick, Oakland Parent, 94603
- China Branch, Oakland Parent, 94544

The founding team of Aurum Prep is joined in service to provide a quality, college-bound educational 6-8 option in response to the community's needs, and in respect for the powerful dreams families have for their sons and daughters, and that unite all parents, regardless of race, socioeconomic status, or zip code. Our Board is comprised of well-respected community members who have worked intimately in the deep East Oakland community as parent organizers and education leaders in the district.

B. Philosophy and Approach to Instruction

Mission

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

Vision

Aurum Preparatory Academy is dedicated to the implementation of a rigorous academic program and development of positive character development for all students. We align our words and actions to the core belief that all students can excel academically when they have the proper structures and supports to help them realize their academic, professional, and personal ambitions and to ensure they are poised to access life's many opportunities.

If students are going to be able to access a demanding high school experience that prepares them for college, it is critical that their middle school academic foundation is strong. In the Oakland Unified School District (OUSD), and as measured by state assessments, only 31.5% of students

⁵³ See page 163 through page 164 for a detailed description of Family Advisory Council ("FAC").

are reading on grade level by sixth grade.⁵⁴ Both African-American and Latino students lag significantly behind their White and Asian peers, with only 23.6% and 23.8% reading on grade level, respectively.⁵⁵ As such, the odds are already stacked against them. The road to high school success – with a strong foundation in literacy - must be established before the end of middle school in order to reverse the trend.

Understanding that many of our students come to us behind grade level, we have a school model that begins with students in the critical middle years – doing the necessary academic and character work that students require to be prepared for a robust, college preparatory high school experience. Recent research shows that academic outcomes in the middle grades – along with attendance and in-school behavior – are powerful indicators of a child's probability of graduating from high school college-ready.⁵⁶ If students have challenges in any of these three areas in the middle school years, those factors – more than other socio-economic factors – can accurately predict the probability that a student will drop out of high school as early as the start of middle school.⁵⁷ By focusing our program on the middle grades and designing our school to address these targeted areas early – ensuring strong attendance, building strong character, and remediating academic gaps – we are best poised to place all students on the track to a successful high school experience and ultimately to college and career.

We believe that every child deserves the opportunity to pursue their highest ambitions, and that no child should be denied access to college because of an insufficient elementary or middle school education. We have researched entrance requirements to the top regional and national universities to develop a middle school academic program that lays the appropriate foundation in these grades to be ready for a high school program that prepares them to be competitive applicants. In addition, we have researched the entrance requirements for both selective high schools as well as college tracks within more comprehensive, non-selective high schools. For example, to gain admission to high performing schools, students need to demonstrate the following⁵⁸:

- Excellent performance in their current school as measured by report card
- Strong performance on standardized assessments
- Stellar recommendations from their Math and English teachers

With this in mind, the Aurum Prep program is designed to place students on a path to college preparatory high schools and on their road to college success. Upon graduation from Aurum Prep, students will have completed three years of study in English, math, science, social studies, and performing arts. In addition, they will have engaged in a wide variety of enrichment courses

⁵⁴ "District Balanced Scorecard." (n.d.): n. pag. *Oakland Unified School District Scorecard*. Web. <https://drive.google.com/folderview?id=0B6QEgRqjxxzVWFDRzMtZU1HcWs&usp=drive_web>.

⁵⁵ "Oakland Reads 2020 Baseline Report: An Examination of the Pathway to Third Grade Reading in Oakland from 2010 to 2013." *Urban Strategies Council*: n. pag. Web. N.d. "Reading Success." *Home*. N.p., n.d. Web. 06 Mar. 2016. <<http://www.oaklandreads.org/>>.

⁵⁶ Balfanz, Robert. "Putting Middle Grades Students on the Graduation Path." *www.amle.org*. National Middle School Association, June 2009. Web. 15 November 2011.

⁵⁷ Balfanz, Robert et al. "Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic." *www.civicenterprises.net*. Civic Enterprises, November 2010. Web. 15 November 2011.

⁵⁸ "Apply to O'Dowd." *Bishop O'Dowd High School -Admissions*. N.p., n.d. Web. <http://www.bishopodowd.org/admissions/how_to_apply.php>.

in physical education and design thinking and gained deep exposure to computer science and programming curriculum starting in sixth grade. Together, this programming will make them competitive candidates for college preparatory high school seats. Preparing students for college preparatory high schools requires us to provide an academic program that is rigorous and aligned to the coursework they will encounter in college preparatory high schools, public and private.

Our school commits to making the decisions necessary to ensure that all of our students are prepared to enter a quality high school, complete college, and positively contribute to their community. We propose to work in partnership with the district and in alignment with the Equity Pledge in order to create a high quality school that will serve the needs of the target community. Given the high number of students that leave the district at the sixth and ninth grade level, Aurum Prep can play a role in increasing the retention of students in the district. Aurum Prep is supported by and constructed through the wants and needs of the surrounding community. We have engaged in an extensive listening campaign and have worked hand in hand with our Family Advisory Council to shape and mold our school proposal. Towards that end, we hold the following vision and guiding principles for our school:

A rigorous and engaging academic program. We believe that ALL of the students in Oakland can reach high levels of academic success. Foundational to our rigorous and engaging program is our commitment to literacy which is robust, multi-dimensional, and responsive to the needs of our students and the priorities of their families. We define literacy in the traditional sense of reading, writing, and speaking, and we further define it in terms of mathematical literacy, digital literacy, and financial literacy. We will ensure that our academic program is engaging through our commitment to design thinking, culturally responsive pedagogy, and restorative justice practices. We will utilize a rigorous and standards-based curriculum that actively engages all students in their learning, coupled with a data-driven instructional practice that ensures teachers and students are making real-time adjustments as needed to ensure every student is moving forward at his or her optimal trajectory. Aurum Prep prepares students with 180 minutes of English Language Arts instruction and 100 minutes of math instruction each day. We close significant gaps in students' prior learning in their three years within our 6-8 middle school, thus preparing them for success in a challenging college preparatory high school.

Relentlessly high expectations and support for all stakeholders. At Aurum Prep, we do not believe that socioeconomic status or other demographic descriptors are determinants of a students' ability to achieve academically or their ability to be responsible leaders. We know that with hard work, a growth mindset, the proper supports, a relentless belief in the ability of all students to learn, and a community with a shared vision and focus on our mission, all of our students can and will achieve success. We will hold high expectations for all stakeholders in the Aurum community – students, families, staff, our Board, and our Community partners. High expectations alone, however, are insufficient unless coupled with equally high supports and strategies to achieve them. As an organization we will provide the supports necessary to ensure that all stakeholders are able to reach their full potential as individuals and to contribute to the collective success of our entire community. We will be relentless in the pursuit of excellence and will go above and beyond in order to achieve our mission. Aurum Prep will partner with teachers, families, and Community Based Organizations to develop comprehensive support structures to promote the overall well-being of the student.

Development of character and identity. At Aurum Prep we recognize that character development can't be divorced from the development of identity. We see these two concepts necessitate one another, particularly in the developmental period of adolescence. Our task in developing our students as moral leaders is to help them to develop the self-concept and confidence necessary to make sound decisions that positively impact both their individual trajectory and the needs of their community. Students must be supported in developing a positive self-identity and self-esteem, to combat the destructive qualities too often modelled in the community and negative perceptions of their potential that are too often held by others of them. In alignment with Kohlberg's theory of Moral Development, we will foster our student's internalization of our F.I.R.S.T. (Focus, Integrity, Respect, Self-Determination, and Team) core values and ultimately post-conventional morality⁵⁹. We will ensure our school is culturally responsive, enabling students to see their culture and themselves reflected in the rituals, curriculum, and physical surroundings.

Involved and engaged families and community partners. It is our unequivocal belief that schools should not happen *to* communities, but *with* communities. At Aurum Prep, we value the assets present within the Oakland community and the critical role they do and will play in shaping the school. We will actively work to engage families, offering a variety of opportunities to become involved in the academic lives of their children, supporting families in knowing how to help their children with their education, and providing parent education to ensure the family unit has the support necessary to ensure student success. As they have in the design phase of the school, families and community members will continue to provide critical guidance and input to inform important decisions about the offerings, focus, and rituals of the school. We will work with community partners to ensure that we collaborate to make a profound positive impact in the target community.

A professional environment that nurtures continuous growth and excellence. We believe that organizations are ultimately the sum of the individuals that commit to work towards its mission. Therefore, it is of supreme importance that the individuals that are selected to work with us possess strong content knowledge, a hunger to continuously grow, an ability to graciously receive feedback and implement it with fidelity, an optimism about the work and our students, and an ability to engage others – most especially our students and families. Aurum Prep will hire based on these critical characteristics, invest heavily in the growth and development of our teachers, and nurture a professional environment and culture of feedback that supports retention, continuous development and opportunities for advancement and leadership.

Aurum Prep firmly believes that this vision will support our school in meeting its mission, and in turn will enable students to become successful in high school and ready for college, career and citizenship.

An Educated Person in the 21st Century

We believe an educated person in the 21st century is a moral leader who possesses the academic

⁵⁹ McLeod, Saul. "Kohlberg." - *Moral Development*. N.p., n.d. Web. <<http://www.simplypsychology.org/kohlberg.html>>.

skill set, character competence, and determination to persist in their pursuit of excellence and the uplift and betterment of their community. Aurum Preparatory Academy will recognize and build on the unique strengths and talents that all students have, providing an engaging and accelerated program for ALL of Oakland's children that prepares them to be high school, college and 21st century career ready, and supports them academically and socially in reaching those goals.

In order to do so, Aurum is committed to developing the Academic Qualities and Non-Academic Qualities detailed below:

Academic Qualities

Aurum Preparatory Academy will ensure that all students develop the type of literacy, numeracy, and thinking abilities needed to access, engage, and manage the complex information and opportunities of the 21st Century. Aligned with the California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS), students will achieve grade level mastery of:

- **Language Arts** - Students will be able to read, write, and speak for a variety of purposes to a variety of audiences, and interpret and analyze a variety of texts for different purposes.
- **Mathematics** - Students will be able to solve problems using multiple strategies, communicate an understanding of mathematical logic in the problem solving process, and apply mathematical concepts to real world scenarios.
- **History and Social Science** - Students will be able to analyze past and present events through multiple perspectives while demonstrating an understanding of how geography, government, economics, and culture shape their own lives and the lives of others.
- **Science and Design Thinking** - Students will be able to demonstrate an understanding of the core ideas, practices, and cross-cutting concepts of science and engineering; demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving; and demonstrate the process of design thinking through understanding, observing, defining, ideating, prototyping, and testing.
- **Technology** - Students will be able to use technology to create and innovate; communicate and collaborate; locate, analyze, and evaluate information; develop critical thinking, problem solving, and decision making; develop digital citizenship, and understand technological concepts and operational functionality.
- **Financial Literacy** - Students will be able to demonstrate an understanding of forms of financial exchange, money and sources of income; analyze financial decisions and their consequences; and evaluate sources of financial information.
- **Fitness/Wellness** - Students will be able to demonstrate an appreciation and understanding of fitness/wellness issues along with a capacity to make conscientious decisions around such important matters as nutrition, exercise, mental health, and body image.

Non-Academic Qualities

The children of Oakland are faced with many very real obstacles and challenges in their lives.

Aurum Preparatory Academy is dedicated to developing the non-academic qualities necessary for children to make sense of and ultimately overcome these obstacles. Toward that end, Aurum Prep draws upon the research on non-academic qualities that are correlated with children with these demographic profiles and others achieving success in college, career, and life. This research includes studies completed across a variety of youth profiles including, but not limited to Pedro Noguera in Excellence Through Equity⁶⁰ and Schooling for Resilience: Improving the Life Trajectories of African American and Latino Boys,⁶¹ Jeff Howard of The Efficacy Institute in Getting Smart: The Social Construction of Intelligence⁶², Carol Dweck in Mindset: The New Psychology of Success, Paul Tough in How Children Succeed: Grit, Curiosity, and the Hidden Power of Character,⁶³ Mishal, Caspi, Moffitt⁶⁴ and others.

Aurum Prep has identified key Non-Academic Qualities based on this research, which it will develop within its students. The first five reflect our “FIRST” core values, with four additional qualities following that are essential to student success. At Aurum Prep, students will develop the following non-academic qualities:

- **Focus** - Students will show focus by working hard to progress in their learning and personal growth, despite the obstacles that may stand in their way.
- **Integrity** - Students will show integrity by doing the right thing even when it’s hard and by following through on their commitments to themselves, their peers, their families, and their community.
- **Respect** - Students will show respect for self, others, and the physical community by treating each with consideration at all times.
- **Self Determination**- Students will show self-determination by asking questions and pursuing knowledge and not giving up when faced with difficult situations.
- **Team** - Students will demonstrate team by helping others out when needed, students will feel a shared responsibility for ensuring their own success and that of their peers
- **Identity** - Students will have a strong sense of self-worth and cultural identity, in turn understanding the positive power they hold within their own future and that of their family and community.
- **A Growth Mindset** - Students will believe that their most basic abilities can be developed through dedication and hard work.
- **Optimism** - Students will adopt a disposition to look on the more favorable side of events or conditions, and to expect favorable outcomes and the ability to overcome setbacks.

⁶⁰ Blankstein, Alan M., Noguera, Pedro, and Kelly, Lorena (2015). *Excellence through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student*.

⁶¹ Fergus, Edward, Noguera, Pedro and Martin, Margary (2014). *Schooling for Resilience: Improving the Life Trajectory of Black and Latino Boys*.

⁶² Howard, Jeff (1992). *Getting Smart: The Social Construction of Intelligence*. Retrieved from: http://www.efficacy.org/Portals/7/Article_Downloads/Writings_by_dr_jeff_howard/GettingSmart.JeffHoward.pdf

⁶³ Moffitt et al (2011). “A Gradient of Childhood Self-Control Predicts Health, Wealth, and Public Safety,” *Proceedings of the National Council of Science* 108, no. 7.

⁶⁴ Duckworth, Angela & Seligman, Martin (2005). “Self-Discipline Outdoes IQ in Predicting Academic Performance in Adolescents,” *Psychological Science* 16, no 12.

- **Gratitude** - Students will embrace a stance of appreciation, which promotes greater learning, growth, and well-being.

2. Research Based Instructional Methods and Strategies

The mission of Aurum Prep is ambitious and clear: Through rigorous instruction and positive character education, Aurum Preparatory Academy Charter School educates all students, grades 6 – 8, to succeed in high school, college and life and serve as the next generation of moral leaders.

Educational Philosophy

For each student to reach his/her fullest potential as a college bound scholar and moral leader, we have developed a program based on the following core principles:

1. **A rigorous and engaging academic program**
2. **Relentlessly high expectations and support for all stakeholders.**
3. **Development of character and identity.**
4. **Involved and engaged families and community partners.**
5. **A professional environment that nurtures continuous growth and excellence.**

Curricular and Instructional Design and Key Practices

Aurum Prep has designed its program in alignment to the core principles outlined above, incorporating both proven and promising practices in service to our students. This program will serve all students – including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes. The underlying educational philosophy and key practices within each core principle are detailed below.

Core Principle 1: A rigorous and engaging academic program

Aurum Prep believes that ALL of the students in Oakland can reach high levels of academic success. We will utilize a rigorous and standards-based curriculum that actively engages all students in their learning, coupled with a data-driven instructional practice that ensures teachers and students are making real-time adjustments as needed to ensure every student is moving forward at his or her optimal trajectory.

Key Practices:

- **Aligned Curriculum:** All curriculum will be in alignment with the rigorous Common Core State Standards (CCSS), California State Standards (CSS), and Next Generation Science Standards (NGSS).
- **Research Based Curriculum:** Acquired curriculum will be research based and implemented with fidelity. Internally developed curriculum will adhere to a common research based framework and carefully developed, vetted, and revised through a strong critical friends and/or lesson study process that is linked to a coherent set of professional supports.
- **Data Driven Instruction:** To students' needs are met, we will consistently analyzing data to inform instruction and program. Teachers and staff will collect and analyze meaningful data points in daily, weekly, six-week, and trimester intervals to measure

student academic progress and achievement, allowing for effective instructional oversight and impactful individualized student supports every day. We are firmly committed to serving students with a diversity of needs and use frequent data to make informed decisions on how to best do so. We have designed our school to strategically support all students with daily FOCUS periods for individualized and targeted support.

- **Depths of Knowledge⁶⁵:** Webb's Depth of Knowledge (DoK) framework is used by high quality schools to support the development and implementation of a highly rigorous college preparatory curriculum and set of instructional strategies. Webb's Depth of Knowledge Framework will be a cornerstone of our academic program and will be used to guide the design of curriculum and instruction as well as to guide how teacher's construct questioning and dialogue in the classroom.⁶⁶ Introduction to new material will expose students to new vocabulary and concepts allowing them to find definitions and make meaning of it through creating their own definitions and pictures for effective recall (DoK1). The majority of daily/weekly student tasks and assessments will be scaffolded and designed to engage and support the development of rigorous higher order thinking skills associated with applying skills and concepts (DoK2), analysis, and evaluation (DoK3). Summative assignments, projects, and assessments will be designed to engage higher order thinking skills most closely associated with analysis, use of evidence to support a claim, generalization, and creation (DoK3) or extended strategic thinking associated marked by synthesis, inquiry, persuasion, and research.
- **High Engagement:** Learning must happen with students, not to students. Student engagement as characterized by high levels of student discussion/discourse, active learning, productive struggle will be the hallmark of Aurum Prep's classrooms. This will be supported by skilled questioning that favors and probes high order thinking (see Depths of Knowledge above) over recall. High engagement instructional strategies including those detailed by Doug LeMov in Teach Like a Champion, will be utilized to maximize the learning for every student, every minute, of every day.
- **Differentiated Instruction:** To meet the needs of students from a variety of ability levels and language backgrounds, teachers will utilize differentiated instruction. In particular, Aurum Prep will employ a highly structured and predictable center rotation model within its math and literacy blocks that will, on a daily basis, enable (1) teachers to focus on small group instruction that is focused on guiding and supporting higher order thinking and/or providing just in time skills instruction necessary for foundational mastery of key academic content, (2) data driven direct instruction provided by a teacher or instructional assistant in a small group setting that allows for strong skills acquisition and individualized support through a strong guided practice component, and (3) independent practice that utilizes adaptive technologies and/or individualized playlists and produces daily data that is used by the teacher to inform instruction and groupings on a daily/on-going basis. This center rotation model is used in a number of high performing schools throughout the state and country with excellent results with ELL, Special Education, and other vulnerable subgroups.⁶⁷

⁶⁵ <http://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst>

⁶⁶ Parker, Edd Robin. "Depth of Knowledge Guide." *Webb's Depth of Knowledge Guide* (n.d.): n. pag. Web. <http://www.aps.edu/re/documents/resources/Webbs_DOK_Guide.pdf>.

⁶⁷ "Navigator Schools." *Navigator Schools*. N.p., n.d. Web. <<http://www.navigatorschools.org/apps/spotlightmessages/1570>>.

Core Principle 2: Relentlessly high expectations and support for all stakeholders.

We believe that with the appropriate supports, ALL students can achieve at exceptionally high levels. Aurum Prep will ensure that all students have the academic, social-emotional, and wellness supports necessary to reach our high levels. Our high expectations and supports will be reflected throughout the Aurum model – from the design of the schedule and tracking tool to the programmatic offerings, rituals, and aesthetic of the school. Finally, our high expectations will be modeled and enacted by the well trained, mission aligned staff who will provide each student with the right combination of connection and care, challenge and rigor, and graduated scaffolding necessary to support the student's academic and social-emotional development.

Key Practices:

- **FOCUS Periods:** We will provide targeted, personalized, and differentiated learning in our FOCUS periods and through our one-to-one computer-based model. We have designed our school to have two FOCUS periods during the day that will help to give each student the personalized and targeted support that they need. A FOCUS period is a time in which students are given the necessary remediation or acceleration they need given their proficiency level in specific subjects. Our morning FOCUS period will be 40 minutes and focused on mathematics. Our afternoon FOCUS period will be focused on reading and writing and will also be 40 minutes. Students will get group and individualized supports. For example, students needing the most support may spend their morning or afternoon FOCUS period with either two English or two math teachers, depending on the area of need or students on or above grade level may spend their time with a science or history teacher and will receive the enrichment they need to further develop their proficiency.
- **Personalized Learning Plans (PLPs):** PLP's will provide a framework for advisors and students to track and enhance student performance and progress. This approach will enable Aurum Prep to strategically differentiate program, instruction and interventions for all students so that all students receive the appropriate support structures to meet high expectations for academic performance. Each student's personalized learning plan will be updated every six weeks, and include data from diagnostic, interim, and state assessments (as available), as well as grades for courses completed each trimester. It will present an updated snapshot of academic performance and progress and will make recommendations for interventions and support.
- **Mission-Driven Culture:** Consistent with our mission, from day one and every day thereafter, students will know they can succeed in high school, be admitted to and graduate from the college of their choice, and make a considerable impact on their community as moral leaders. We will create and sustain this mission-driven culture through shared rituals and a student behavior system that celebrates student and team behaviors and outcomes consistent with our mission. Reading and writing assignments will focus both on the skills necessary for academic excellence, as well as content that helps students to see themselves as having agency to achieve and succeed. Our school will physically reflect our mission through signage, the posting of high level student work, and other features.
- **Differentiated Instruction:** To meet high expectations, students require varying and differentiated supports throughout their school day. As noted above, Aurum Prep will employ a highly structured and predictable center rotation model within its math and

literacy blocks that will, on a daily basis, enable (1) teachers to focus on small group instruction that is focused on guiding and supporting higher order thinking and/or providing just in time skills instruction necessary for foundational mastery of key academic content, (2) data driven direct instruction provided by a teacher or instructional assistant in a small group setting that allows for strong skills acquisition and individualized support through a strong guided practice component, and (3) independent practice that utilizes adaptive technologies and/or individualized playlists and produces daily data that is used by the teacher to inform instruction and groupings on a daily/on-going basis. This center rotation model is used in a number of high performing schools throughout the state and country with excellent results with ELL, Special Education, and other vulnerable subgroups.⁶⁸

- **Response to Intervention Program:** Aurum Prep will develop an early intervention strategy using the Response to Intervention (RTI) model, which provides tiered supports and interventions based on student need and how they respond to each intervention. While early interventions are typically conducted in the classroom, via individual and small group supports in the literacy and math workshops and/or FOCUS periods, later interventions are intensified and may include targeted pull-out support. The effectiveness of early intervention on the student's progress will be carefully monitored by a Student Success Team (SST) in six to eight week cycles, with interventions either increased or scaffolds reduced based on student progress. This team will look at a wide variety of data, including parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data. If a student is not making progress and/or is suspected of having a learning disability, s/he may be referred for a special education assessment.
- **Positive Behavior Intervention System ("PBIS"):** Authentic relationships are essential in creating an environment in which students are receiving the necessary supports to thrive in a high expectations environment. Therefore, our PBIS system, in alignment with research from the National Education Association,⁶⁹ is designed to foster genuine relationships. Moreover, our PBIS system is designed to scaffold incentives so that students progressively desire to do their best as a result of intrinsic motivators as opposed to extrinsic motivators.
- **Mindfulness:** In order for Aurum Prep to create an environment in which students can thrive academically, we know that their physical, social/emotional, and mental health needs must be met. Therefore, we have allotted 10 minutes everyday to allow for every student to engage in mindfulness practices before engaging with academic instruction. Drawing from best practices from successful Community Based Organizations⁷⁰ that work with similar student populations in Oakland, we will help our students to begin the day with "their best foot forward".
- **Saturday School:** Saturday School will focus on supplemental support for both reading and math skills. For students struggling with reading, the program will offer additional time to reinforce and build basic reading skills, with an emphasis on reading comprehension. For students with learning gaps in math, this program will serve as the means for offering academic support. Saturday School will be offered two Saturdays for

⁶⁸ "Navigator Schools." *Navigator Schools*. N.p., n.d. Web. <<http://www.navigatorschools.org/apps/spotlightmessages/1570>>.

⁶⁹ "Building Relationships with Students." *Rss. National Educators Association*, n.d. Web. <<http://www.nea.org/tools/29469.htm>>.

⁷⁰ For more on potential CBO partnerships please refer to Figure

most months out of the year, for a total 15 days. This supplemental program will provide struggling students with additional academic support in small groups tailored to their specific academic needs.

- **Extended Day:** Students have increased time to acquire the literacy and mathematical skills and knowledge needed to succeed in a true college preparatory secondary program, and thus have the foundation necessary to enter the four-year college of their choice. School starts at 7:50am and ends at 4:30pm, Monday through Friday with the exception of Wednesday. On Wednesday, school starts at 7:50am and ends at 1:30pm, allowing for strategic professional development aligned to teachers' and students' needs.
- **School choice post-graduation:** Aurum Prep is committed to ensuring that every eighth grader who matriculates from Aurum Prep can maximize his or her potential through the many high-quality educational options available to them in the Oakland Unified School District and beyond. Starting in Year Three of operation, the Dean of Placement and Alumni Success will work with families and students to gain exposure to college preparatory high schools, scholarships, and high quality charter and district schools in the area. Students will receive support in building a strong application for the schools that fit their needs and will also build on the academic momentum they began at Aurum Prep on a path to college. This model of high school placement is built on the successful placement model at the BES school Excel Academy in Massachusetts⁷¹ which has produced top academic results in the state for several years.

Core Principle 3: Development of character and identity

In order for students to have success in college and career they will need to self-determine their futures and internalize good habits. Ultimately, students must be supported and required to engage in rigorous work and to develop and demonstrate the FIRST values - Focus, Integrity, Respect, Self-Determination, and Team - without the assistance of their teachers. We know that this is a gradual process: in the early stages we support our students heavily in the early adolescence of middle school and then progressively release autonomy.

Key Practices:

- **Core Values:** Culture is the bedrock upon which a school is built. Informed by our core beliefs and driven by our ambitious mission for every student, we have designed a robust set of systems to foster a strong and joyful adult and student culture that supports academic achievement. Our core FIRST values of Focus, Integrity, Respect, Self-Determination, and Team inform all aspects of our school culture. Our morning FOCUS period will drive our character development lessons throughout the week, encouraging students to reflect on how they are living out the FIRST core values that will grow their leadership in our school community, as well as within their lives at home and within the larger community.
- **Culturally Responsive Pedagogy:** We have chosen to integrate culturally relevant curriculum into our academic design in accordance with research that proves that this

⁷¹ For more detail, please see www.excelacademy.org. Lead Founder David spoke with Megan Fraker, former Director of High School Placement at Excel Academy and current Dean of College at Achievement First on October 9th 2015. The conversation focused on the best practices around high school placement, the best start time for such as program (light touch in sixth grade, growing over time), and the pieces of the process that are most important to start early (building awareness of the process for students and families, developing a portfolio of work to include with an application, test prep, and building professional connections with scholarship programs and schools.).

approach can improve learning outcomes, in addition to attendance. Specifically, as a part of our curriculum, students will have to ask and answer “big questions” each semester that start locally with an understanding of oneself, then one’s community, and finally the direction forward and are built in alignment with our college visit schedule. We will incorporate practices from teaching tolerance and we hope to partner with the Office of African American Achievement.⁷²

- **Advisories:** Advisory programs are particularly important to students aged 11-14 in order to support their healthy develop as adolescents. Teachers will meet with their advisories twice per week, conferencing with students one-on-one and managing personalized learning plans for each student that are formally updated and discussed with the student’s other teachers and family members every six weeks. Successfully implemented at hundreds of district, charter, and independent college preparatory schools nationally, the advisory system will provide a clear link between the student’s family and the faculty, ensuring the family members have continuity in their relationships with individuals at the school and that there is an adult in the school for every child who knows that child’s educational profile well and is highly invested in that child’s academic progress and performance.

Core Principle 4: Involved and engaged families and community partners

Schools should not happen to communities, but *with* communities. At Aurum Prep, we value the assets present within the Oakland community and the critical role they do and will play in shaping the school. In the middle school, we communicate with families daily through a detailed homework log that allows parents and teachers to give updates on their students’ progress. In all grades, we send weekly academic reports to families so that they can keep close watch and provide good support for their child’s success. Our FIRST value of Team lives inside and outside of our school building through the work with our families:

Key Practices:

- **Communication:** Aurum Prep will communicate via biweekly phone calls from the student’s advisory teacher and through weekly progress reports. Progress reports will be sent in the language of the family and will include a succinct snapshot of the student’s progress with regards to academics, behavior, and attendance. Our families will be acclimated as to how to interpret the progress reports and also how they can be proactive advocates on their child’s behalf during our Home Visits and annual Orientations. Staff will be trained during our 20-day summer institute on best practices for communicating with parents and families and we will align our training to parent communication practices in texts such as “Phoning Parents” by Michael Goldstein in order to establish a strong foundation for our family communication and partnership structures.⁷³ It is Aurum Prep’s firm belief that families are to feel welcomed at our school and are critical allies to be included in the work we do.
- **Cafecitos:** Approximately once per month, Aurum Prep will hold Cafecitos that all parents and community members will be welcome to attend to provide an informal venue for discussion. Topics for discussion or presentation will include school-wide topics of

⁷² “Anti-bias Framework.” *Teaching Tolerance*. N.p., n.d. Web. <<http://www.tolerance.org/anti-bias-framework>>. and “African American Male Achievement.” / *Welcome*. N.p., n.d. Web. <<http://www.ousd.org/Domain/78>>.

⁷³ Goldstein, Michael. *Phoning Parents*. N.p.: Match Education, n.d. Print.

interest related to achieving the goals of Aurum Prep and its students. Meetings will be attended by the Principal(s) and/or Executive Director and co-facilitated by Family Advisory Council members and school staff.

- **Family Advisory Council (“FAC”):** The FAC is a partnership between parent leaders and school leaders, allowing families to highlight successes, share challenges, and contribute to the school community through fundraising, organizing parent volunteers, and developing or requesting specific workshops for parents and community members. It is a voluntary group that is open to all parents who are interested in taking part. The Executive Director, along with the elected parent liaison, will lead the FAC orientation, and clearly outline the expectations for parental involvement.
- **School Site Council (SSC) and English Language Learner Advisory Committee (ELAC):** Aurum Prep will have an advisory council, the School Site Council (SSC), consisting of the Executive Director, teachers, students, and parents, as well as possible inclusion of Principals, classified staff, and community representatives. Half of the SSC will be made up of school staff, the majority of which must be teachers, and half will be made up of parents and students (this half may include elected community representatives at parents’ discretion). Members of the SSC will be elected by their constituent group (teachers elect teachers, parents elect parents, and so on). In addition to the SSC, if there are more than 21 English Language Learners then an English Language Learner Advisory Committee (ELAC) will be formed. The ELAC will advise the administration on programs and services for English Language Learners.
- **Community Partners:** Aurum Prep is committed and dedicated to ensuring that we work in partnership with community partners that will enhance and broaden the scope of our work. We have conducted an extensive listening tour and met with over 200 community members and leaders of community based organizations.⁷⁴ We have designed Aurum Prep to be able to effectively work in partnership with individuals and organizations in the target community for the betterment of our target student population and community.⁷⁵

Core Principle 5: A professional environment that nurtures continuous growth and excellence.

All organizations are ultimately the sum of the individuals that commit to work towards its mission. Therefore, it is of supreme importance that the individuals that are selected to work with us possess strong content knowledge, a hunger to continuously grow, an ability to graciously receive feedback and implement it with fidelity, an optimism about the work and our students, and an ability to engage others – most especially our students and families. These are fundamental characteristics for which we hire. When we intentionally recruit for these qualities we set the stage for developing top talent – which results in strong outcomes for all students.

Key Practices:

- **Professional Development:** We will provide extensive, targeted, and effective Professional Development (“PD”). Over the summer, teachers will have 20 days of professional development that will allow all members of the team to start strong from day one. More specifically, the first week of training will focus on mission and vision of the

⁷⁴ For more information on our listening tour please refer to pages 18 - 20 of this document

⁷⁵ For more information on community partnerships please refer to page 95 of this document

school and the school's culture and classroom management practices. In the second week, teachers will receive training on curriculum development and lesson planning and will have practice sessions related to delivering instructional content. In the third week, teachers will receive training on the systems and structures at Aurum Prep, with a strong focus on our assessment system and use of data to support all learners and ensure that we reach our ambitious goals, and they will also finalize their lesson plans and prepare their classrooms for students. The fourth week will be used to discuss and practice parent communication and interactions and to finalize other logistics, as well as to prepare for a full-week student orientation.

- **Frequent Observation and Coaching:** Teachers will be observed at least 20 times per year in 15-minute intervals and receive weekly targeted PD for three hours each week by the Executive Director (Y1), Principal (Y3), and/or Dean of Curriculum and Instruction (Y2). Each teacher will have at least one extended observation for 30 minutes each trimester. Across the year, including our 20 days of summer training, we will provide 33 annual professional development days for teacher training. All teachers will start with a powerful focus on techniques shown to be instrumental in setting a positive, achievement-oriented tone in every classroom: Strong Voice, Positive Framing, 100%, and No Opt Out - all drawn from the successful techniques outlined in Lemov's *Teach Like a Champion*.⁷⁶
- **Professional Pathways:** We will offer our educators incentives and pathways to leadership in our school in order to retain them, as well as a competitive salary. Moreover, our educators will have the opportunity to develop into grade level chairs, content leads, and master teachers as they demonstrate their capacity to operate in those roles. We will also offer a competitive benefits package that incentivizes teachers who stay with us. All of these systems will ensure that every child has a quality educator from day one and that we will fulfil the promise of our mission statement.

Success with the Target Population

At Aurum Prep, we recognize the supreme importance and significance of establishing a high performing school from the very first year of operation. The seminal *Credo Report* from Stanford University establishes the critical finding that the initial signs of school performance are predictive of later performance. The report states that "[t]aking the first available performance measure and using it to predict one-year increments going forward, 80 percent of schools in the bottom quintiles of performance remain low performers through their fifth year. Additionally, 94 percent of schools that begin in the top quintile remain there over time."⁷⁷ To best serve the needs of our local community, we have based our school on both national and local, research proven best practices, drawing on those elements that will allow Aurum Prep to start strong and stay strong.

To inform our mission, vision, and core beliefs we have: (a) researched high performing schools across the country and in Oakland through the work of the Building Excellent Schools and Educate⁷⁸ Fellowships; (b) drawn on the highly regarded work of Paul Tough, and specifically his research within *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*;

⁷⁶ Lemov, Doug. *Teach Like A Champion. 49 Techniques that Put Students on the Path to College*. San Francisco, CA: Jossey-Bass Inc., 2010.

⁷⁷ "The Credo Report." *On Growth and Replication* (n.d.): n. pag. Stanford University. Web. <<https://credo.stanford.edu/pdfs/CGAR%20Growth%20Executive%20Summary.pdf>>.

and (c) been informed specifically by the 90/90/90 Schools research which outlines the best practices of schools with 90% of students living in poverty and 90% students of color while achieving 90% proficiency rates.

As an innovative 6 – 8 middle school, at Aurum Prep the path to success in high school, college, and career begins the moment students enroll with us. Our educational program is grounded in extensive research on successful school design elements that meet the needs of low-income, first generation, college-bound students. Research from Harvard University's Dr. Roland Fryer identifies the common school design elements of the top urban schools nationally that are realizing the most learning and growth with their students and that are obtaining the strongest academic achievement results.⁷⁸ Based on this research and more like it, we are designed to be a high quality school in our first year of operation.

Using this research and in collaboration with the parents and families we will serve, we at Aurum Prep will create an educational option that addresses the needs of the community.

Building Excellent Schools Fellowship: Lead Founder and proposed Executive Director David Hardin is a Fellow with Building Excellent Schools ("BES"). BES is a nationally recognized organization that has produced over 60 schools founded on best practices of high achieving charter schools proven to demonstrate results with high poverty populations. An integral component of the Building Excellent Schools Fellowship has included completing a School Leadership Residency at Liberty Collegiate Academy Charter School ("Liberty Collegiate") in Nashville, TN. Liberty Collegiate was the second highest performing charter school in the state of Tennessee in 2013 and is part of the network RePublic Schools, formed through the union of Liberty Collegiate and Nashville Prep, another high achieving BES school. In 2014, Liberty earned Reward School status for ranking in the top 5% of all Tennessee public schools for student growth and absolute performance. Along with Nashville Prep, it was the first charter school in Tennessee history to earn this distinction. In 2015, Liberty was named a Reward School in both growth and performance for a second consecutive year. It was one of only nine (9) schools in Tennessee to earn this dual distinction.

Mr. Hardin has also studied in over 40 high performing schools across the country as a part of the BES Fellowship, including several California schools that have been recognized as CA Distinguished Schools (Equitas Academy, Endeavor College Prep, Valor Academy in Los Angeles, and Cornerstone Preparatory Academy in San Jose). The purpose of these visits was to closely observe and analyze the factors that drove these schools with high poverty and high minority populations to achieve success. From this learning and through conversations with leadership and key staff from each of these schools our Executive Director has been able to form the vision and philosophy of Aurum Prep in close partnership with community partners and our Family Advisory Council.

Figure 1.18: School Visits

SCHOOL	LOCATION	DATE	DURATION
Freedom Prep Elementary	Memphis, TN	8.24.15, 11.10.15	4 hours, 3.5 hours
Freedom Prep Middle	Memphis, TN	8.24.15, 11.10.15	4 hours, 3.5 hours

⁷⁸ Fryer, Roland. "Learning from the Successes and Failures of Charter Schools." *The Hamilton Project Update*. The Hamilton Project, Sept 2012.

Freedom Prep High	Memphis, TN	8.24.15	1.5 hours
Nashville Prep	Nashville, TN	8.25.15, 11.12.15	4.5 hours, 7 hours
Liberty Collegiate	Nashville, TN	8.25.15, 11.13.15	3.5 hours, 7 hours
Purpose Prep	Nashville, TN	8.26.15, 11.11.15	2.5 hours, 1.5 hours
Intrepid College Prep	Nashville, TN	8.26.15	3.5 hours
Nashville Classical	Nashville, TN	8.27.15, 11.12.15	2.5 hours, 7 hours
Nashville Academy of Computer Science	Nashville, TN	8.27.15	3 hours
RePublic High School	Nashville, TN	8.27.15	2 hours
Excel Academy Chelsea	Chelsea, MA	8.31.15	3.5 hours
Brooke Mattapan	Boston, MA	9.1.15	3.5 hours
Boston Prep	Boston, MA	9.2.15	3.5 hours
Roxbury Prep – Dorchester Campus	Boston, MA	9.3.15	3.5 hours
Brooke Roslindale	Roslindale, MA	9.4.15, 10.8.15	3.5 hours, 2 hours
Excel Academy East Boston	Boston, MA	9.8.15	3 hours
Excel Academy Orient Heights	Boston, MA	9.9.15	3 hours
Boston Collegiate Mayhew	Boston, MA	9.10.15	3 hours
Achievement Prep Elementary	Washington, D.C.	9.29.15	4 hours
Achievement Prep Middle	Washington, D.C.	9.29.15	3 hours
North Star Vailsburg – Elementary	Newark, NJ	9.30.15	4 hours
North Star Vailsburg – Middle	Newark, NJ	9.30.15	2 hours
North Star Middle School	Newark, NJ	10.1.15	4 hours
North Star High School	Newark, NJ	10.1.15	4 hours
Robert Treat Academy North Campus	Newark, NJ	10.2.15	3 hours
Robert Treat Academy Central Campus	Newark, NJ	10.2.15	3 hours
Argosy Collegiate	Fall River, MA	10.7.15	3.5 hours
Springfield Prep	Springfield, MA	10.13.15	3 hours
Veritas Prep	Springfield, MA	10.13.15	3.5 hours
Democracy Prep Endurance	New York, NY	10.14.15	9 hours
South Bronx Classical I	New York, NY	10.15.15	4 hours
South Bronx Classical II	New York, NY	10.15.15	3 hours
Democracy Prep Charter Middle	New York, NY	10.16.15	2.5 hours
Democracy Prep Charter High	New York, NY	10.16.15	2.5 hours
ReImagine Prep	Jackson, MS	11.9.15	6.5 hours
Memphis College Prep	Memphis, TN	11.10.15	3.5 hours
Grizzlies Prep	Memphis, TN	11.10.15	3.5 hours
Collegiate School of Memphis	Memphis, TN	11.11.15	3 hours
Summit Public Schools	Sunnyvale, CA	1.19.16	2.5 hours
Cornerstone Academy	San Jose, CA	4.19.16	2 hours
Equitas Academy	Los Angeles, CA	4.20.16	3 hours
Great Lakes Academy	Chicago, IL	5.10.16	2 hours
Total Visits: 42			
Total Hours: 389 hours			

Educate78: The founding team of Aurum Prep has worked closely in partnership with the community – its families and its leadership, as well as with Educate78, to design and shape the school and also to better understand the community’s needs. Aurum Prep has engaged over 200 community members in a listening campaign and has conducted one-to-one meetings with over 20 parents and families. Our Family Advisory Council is the core of our team and has been trained on the foundations of Design Thinking through Educate78. Moreover, through Educate78 we have

studied and observed several of the local district and charter schools in Oakland and the Bay Area. Similar to visits with BES, Aurum Prep has used the learning and observations to further inform our vision and approach in partnership with community.

Figure 1.19: School Visits

SCHOOL	LOCATION	DATE	DURATION
Lighthouse Community Charter	Oakland, CA	10.27.2015 2.25.2016	2 hours, 2 hours
Roses in Concrete	Oakland, CA	11.04.2015	2 hours
Community School for Creative Education	Oakland, CA	12.03.2016	2 hours
Vincent Academy	Oakland, CA	1.15.2016	2 hours
Epic Middle School	Oakland, CA	1.20.2016	3 hours
Envision Academy	Oakland, CA	2.01.2016	2 hours
KIPP Bridge Academy	Oakland, CA	2.02.2016	2 hours
East Oakland Pride Elementary	Oakland, CA	2.26.2016	2 hours
Cox Academy	Oakland, CA	3.23.2016 4.06.2016	2 hours, 2 hours
The Nueva School	San Mateo, CA	3.24.2016	2 hours
Skyline High School	Oakland, CA	4.8.2016	2 hours
Castlemont Community Transformation School	Oakland, CA	4.28.2016	2 hours
New Tech High	Napa, CA	5.03.2016	5 hours
Roosevelt Middle School	Oakland, CA	5.26.2016	2 hours
Total Visits: 14			
Total Hours: 36			

Research on Character and a College Preparatory Education: We are firmly committed to providing our students with a college preparatory education that also establishes a foundation in character development that will help students to succeed in their careers and life. Increasingly, researchers indicate that for students to succeed in school and in life, they must have “persistence, self-control, curiosity, conscientiousness, grit, and self-confidence. Economists refer to these as non-cognitive skills, psychologists call them personality traits, and the rest of us sometimes think of them as character.”⁷⁹ In order for our students to lead in high school and college and to have productive lives, they must commit themselves to being hardworking and honest people. To provide a high-quality and seamless college preparatory secondary school, we ensure that each student has high-quality instructors who are part of a growth-minded, mission-driven team and who (a) benefit from comprehensive professional development informed by data and research – and practice-proven approaches that lead to instructional strength and strong student achievement, and (b) are held accountable to the academic outcomes of their students as measured by rigorous internal and external, standards-based assessments.

⁷⁹ Tough, Paul. *How Children Succeed: Grit Curiosity, and the Hidden Power of Character*. New York, NY: Houghton Mifflin, 2013. xv.

90-90-90 Schools: At Aurum Prep, we adhere to research established by Douglas Reeves who finds in *High Performance and High Poverty Schools* that teachers in high-poverty, high-minority schools require informative writing with high expectations for response quality. Access to a challenging, college preparatory curriculum is essential to student success at Aurum Prep. Our students will receive dramatically increased time in literacy and mathematics instruction, grounded in the Common Core State Standards and aligned vertically to ensure a consistently rigorous academic program. Entering middle school students will focus on development of essential grade level skills and knowledge, priming them to meet the scholarly demands of high school. Emphasis will be placed on non-fiction reading and writing across the curriculum, a research-supported best practice and key lever of the Common Core literacy standards.⁸⁰

C. Instructional Design

1. How Learning Best Occurs: Drawing from Models of Effective Practice and Research

The Aurum Prep academic program draws on a range of best practice from the field of education, especially and including schools that successfully serve a student population that is similar to our anticipated student population that currently resides in East Oakland. Aurum Prep's instructional and curricular design have been crafted to fulfill its mission. We believe students learn best when they are provided with:

- Curriculum that is rigorous, aligned to standards, and demands genuine critical thinking
- Quality teachers capable of building genuine relationships and passionate about their content
- Directions and expectations allowing students to set goals and master material independently
- Experiences and exposure that link learning to the real world and challenge assumptions
- Opportunities to take ownership over the content and discuss those concepts with their peers

Research from the ACT Policy Report indicates that “[c]ollege readiness should begin in the middle school.”⁸¹ In response, and as supported by the desires of local families to maximize life's opportunities for their children, we augment the amount of time students have in English and Math classes starting in 6th grade. At a minimum, all middle school students will have double the amount of time in both English and Math (180 and 100 minutes, respectively) to ensure our eight grade graduates are prepared for the rigors of a college preparatory high school curriculum.

Aurum Prep's curriculum is founded in well-established research of successful school design, tailored to meet the needs of first generation college bound students. According to Harvard University's Dr. Rowland Fryer, “Learning Best Occurs” when the following common elements are in place to facilitate that learning⁸²:

⁸⁰ Reeves, Douglas B. *High Performance in High Poverty Schools*. Center for Performance Assessment (2003). Teachers in high-achieving, high-poverty, high-minority schools require informative writing w/high expectations for response quality leading to high achievement in all areas.

⁸¹ Wiberly, G.L. and R.J. Noeth. *College Readiness Begins in Middle School*. ACT Policy Report (2005), p. ix.

⁸² Fryer, Roland. “Learning from the Successes and Failures of Charter Schools.” *The Hamilton Project Update*. The Hamilton Project, September 2012. pg. 5.

- **A Focus on human capital**
- **Use of data to drive instruction**
- **High-dosage tutoring**
- **Extended time on task**
- **A Culture of high expectations**

A focus on human capital: One of the foundational elements of our school design is “A professional environment that nurtures continuous growth and excellence”.⁸³ This is in alignment with Fryer’s research that reveals that learning best occurs when “teachers [are] given the tools they need to succeed, including increased feedback from administrators, particularly based on class observations. New teachers especially benefit from professional development. . . Schools should be encouraged to conduct weekly professional development series for all teachers, regardless of experience, with the goal of increasing the rigor of classroom instruction through methods such as lesson planning.”⁸⁴ Toward this end, at Aurum Prep we will:

- Conduct weekly professional development sessions (180 minutes per week) for all teachers.
- Observe all teachers at least 20 times per year (with additional, more frequent observations and support for new teachers).
- Create a teacher career pathway that allows teachers to advance and receive recognition while staying in the classroom and encourages mentoring and sharing of best practices; teachers can become Grade Level Leads and Department Chairs in addition to serving as mentor/master teachers.
- Pay teachers a competitive salary and establish a tiered benefits package that incentivizes longevity at the school.
- Establish a voluntary teacher retention committee that will identify approaches to increase job sustainability and ensure that teachers’ needs are being addressed.

Use of data to drive instruction: Our school design element of “A rigorous and engaging academic program”⁸⁵ strongly correlates with Dr. Fryer’s research, which finds that frequent and strategic use of data “can drive more personalized and more efficient learning, allowing both teachers and students to track progress and to make sure that each student is on a path that is appropriate for her. Assessments can be used to adjust everything from tutoring to student goals. Schools should conduct regular assessments of students every four to six weeks. More in-depth assessments [should] be given several times a year, and teachers [should] meet with students individually to discuss and set goals after each of these.”⁸⁶ Toward this end, at Aurum Prep we will:

- Administer interim assessments in all content areas every six weeks (in addition to midterms and final exams), share results with students and parents, and analyze all results on a classroom and school-wide basis.
- Administer cumulative final exams at the end of every trimester and the nationally normed NWEA MAP in reading and math in August, January, and May of each school year.

⁸³ For more detail on this element, please see pages 41 through 62 of this document.

⁸⁴ Ibid.

⁸⁵ For more detail on this element, please see pages 41 through 62 of this document.

⁸⁶ Ibid.

- Ensure each assessment is followed by student reflection and goal-setting, as well as the assignment of appropriate intervention or enrichment opportunities to students as needed.
- Ensure students performing below grade-level are actively monitored on a biweekly basis and receive additional support and tutoring to ensure rapid academic improvement.

High-dosage tutoring: At Aurum Prep, our school design pillar to hold “Relentlessly high expectations and support for all stakeholders”⁸⁷ informs our belief in the need for differentiated instruction and targeted support, that together allow for effective high dosage tutoring in our daily FOCUS periods (40 minutes twice per day). Dr. Fryer’s research outlines significant positive effect on student achievement outcomes when intensive tutoring programs are implemented in schools. The highly effective tutoring programs that Fryer identifies in his research share the following core features: they are staffed by tutors who hold Bachelor’s degrees and use benchmark assessments to place students and/or to identify the standards or skills to be taught and practiced during tutoring. Toward this end, at Aurum Prep we will:

- Implement daily differentiated standards-based tutoring support by credentialed teachers in the subject area during the FOCUS period
- Provide subject-credentialed co-teachers during English and math FOCUS periods to ensure targeted small group instruction and support aligned to relevant standards
- Offer free after-school tutoring by credentialed teachers in the subject area for all students four days per week
- Offer free Saturday School by credentialed teachers for students performing below grade-level

Extended time on task: We will achieve extended time on task in alignment with our design element of creating “A rigorous and engaging academic program” to ensure that our students have the necessary literacy and numeracy skills necessary to flourish in a rigorous high school setting. The additional time will not only help to supplement the time in math and literacy, but also address Fryer’s suggestion “[t]o make time for increased tutoring, among other changes, the amount of time devoted to instruction should be increased This should be implemented both by increasing the length of the school day and by increasing the number of days in the school year. The increase in instructional time should be tailored to students’ needs. For example, students struggling more in math should have additional class periods devoted to math, while those struggling more in reading should spend more time on this subject.”⁸⁸ Toward this end, at Aurum Prep we will:

- Offer a longer instructional day (our middle school offers nearly 120 minutes of more instructional minutes than OUSD)
- Longer instructional year (185 days vs. 180 days)
- Increased time devoted to literacy and mathematics based on student need
- Increased time devoted to small group interventions through English and math intensives, FOCUS (middle school)
- Weekly and monthly professional development opportunities for teachers

A culture of high expectations: At Aurum Prep we will establish and adhere to a culture of high expectations, delivered within “Relentlessly high expectations and support for all stakeholders”,

⁸⁷ For more detail on this element, please see pages 35 and 37 of this document.

⁸⁸ Fryer, Roland. “Learning from the Successes and Failures of Charter Schools.” *The Hamilton Project Update*. The Hamilton Project, September 2012. pg. 5.

“Development of character and identity”, and working with “Involved and engaged families and community partners”. Fryer’s research demonstrates that learning best occurs when students understand unambiguously that “they are expected to succeed and that the teachers, administrators, and other staff are there to help them succeed. The first week of school should be a ‘culture camp,’ a time to focus on what behaviors and actions are conducive to achieving success. Classrooms should post goals on the walls as a constant reminder of the high expectations, and schools should visibly promote a culture of going to college, by hanging posters about college and by discussing college readiness with students. Students must be cognizant of their individual goals and the steps needed to achieve them.”⁸⁹ We also assert that when parents and families are invested in and informed about their child’s education, then the partnership between home and school further creates a culture of high expectations. Toward this end, at Aurum Prep:

- The first week of school is devoted to student orientation, or as Fryer calls it, a “culture camp.”
- All classrooms will have goals, motivational quotes, and college paraphernalia on walls.
- Programs regarding career and college information will be presented to students, parents, and community members in workshops and through college counselors at the high school level in individual and group student settings.
- College-readiness and awareness will be a priority in daily teacher-led advisory groups for all students.
- Strategies for Success and College & Career Readiness courses will be required for all students and include direct development of study skills to prepare our students to be independent learners, conducting of college program research, and the opportunity for students to learn from students in the community who have successfully entered college.
- Pennants from local and national colleges and universities will be displayed throughout the campus and in each classroom.
- Trips to local colleges and universities will be coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.

2 and 3. Curriculum and Implementation with Research Base

Aurum Prep, will provide a rigorous college preparatory education that ensures access and exposure to necessary content and experiences which successfully prepare our students for success in college and career. We will provide all of our students with the materials they need to be successful, including but not limited to one-to-one computers and adaptive software, the supports we provide in our academic program through FOCUS and other periods, and through ensuring that students have sufficient instructional materials in each subject area in alignment with the frameworks of the California Department of Education.

Core Courses

Subject Area: English Language Arts

Outcomes:

⁸⁹ Ibid.

In alignment with the Common Core State Standards (CCSS) in English Language Arts (ELA) Aurum Prep students will:

- Demonstrate independence as critical readers, writers, speakers, and listeners/consumers of text and media.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.

Approach/Rationale:

Literacy instruction is a key and central focus of the Aurum Prep academic program, particularly given our targeted student population, who may be coming to us behind grade level. Aurum Prep will endeavor to accelerate each student's learning so that every student will be on or above grade level and ready for high school by the end of 8th grade. As such, instruction in this core subject area will be heavily weighted within the schedule. Students needed additional support may receive additional time provided through the FOCUS period where high-dose tutoring will be provided.

The chart below describes the ELA course offerings for grades six through eight. We have differentiated our ELA course offerings to ensure that instruction is appropriately scaffolded in alignment to a student's level of proficiency.

Figure 1.20: English Course of Study Overview

Grade 6	Grade 7	Grade 8
Reading 6, Reading Intensive 6	Reading 7, Reading Intensive 7	Reading 8, Reading Intensive 8
Writing 6, Writing Intensive 6	Writing 7, Writing Intensive 7	Writing 8, Writing Intensive 8

Figure 1.21: English Course Descriptions and Scope and Sequence

English Language Arts Course Descriptions and Scope and Sequence		
Course / Grade	Description	Requirement
English 6A, 6B, and 6C (6th Grade)	The major purpose of this course is to develop student focus and active engagement with text. This English course is divided into the sub components of reading and writing in order to give students the most discreet support possible within each respective area. Students are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions. In accordance with the CCSS in ELA and the California Reading/Language Arts Framework, students are expected to read at least one million words annually, to write narrative, persuasive and descriptive texts of at least 500 to 700 words, and	Core College Prep

	to demonstrate a command of Standard English. This course is paired with a daily independent reading period.	
English Intensive 6A/6B/6C (6th Grade)	The major emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English-language arts content. This English course is divided into the sub components of reading and writing in order to give students the most discreet support possible within each respective area. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level CCSS in ELA. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs.	Core College Prep
English 7A/7B/7C (7th Grade)	The major purpose of this course is to provide students with the skills and content knowledge to transition from the process of learning to read to the more advanced processes of reading to learn. This English course is divided into the sub components of reading and writing in order to give students the most discreet support possible within each respective area. Students will build academic vocabulary, in oral and written forms, and independent reading skills to significantly improve reading comprehension and vocabulary. An increased familiarity with models of good writing and the conventions of writing and spelling will be developed in order to apprentice students in building proficiency in the CCSS in ELA for 7 th grade. Students are expected to continue to develop strategies for organizing and giving focus to their writing with an increased emphasis on the documentation of support and extension of organizational strategies. In accordance with the California Reading/Language Arts Framework, students are expected to read at least one million words annually, to write narrative, persuasive and descriptive works of at least 500 to 700 words, and to demonstrate a command of Standard English. This course is paired with a daily independent reading period.	Core College Prep
English Intensive 7A/7B/7C (7th Grade)	The major emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English-language arts content. This English course is divided into the sub components of reading and writing in order to give students the most discreet support possible within each respective area. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level CCSS in ELA. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs.	Core College Prep

<p>English 8A/8B/8C (8th Grade)</p>	<p>The major purpose of this course is to build student readiness required for successful achievement with secondary content in grades nine through twelve and to support the development of proficiency with the 8th grade California Standards. This English course is divided into the sub components of reading and writing in order to give students the most discreet support possible within each respective area. Students are expected to demonstrate their ability to grapple with the treatment, scope, and organization of ideas by finding similarities and differences among texts. They will be asked to compare an original text with a summary to determine whether it accurately captures the main ideas, includes critical details, and conveys the underlying meaning. They are also expected to evaluate the unity, logic, internal consistency, and structural patterns of text. In accordance with the CCSA in ELA and California Reading/Language Arts Framework, students are expected to read at least one million words annually, to write narrative, persuasive and descriptive texts of at least 500 to 700 words, and to demonstrate a command of Standard English. This course is paired with a daily independent reading period.</p>	<p>Core/College- Preparatory</p>
<p>English Intensive 8A/8B/8C (8th Grade)</p>	<p>The major emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English-language arts content. This English course is divided into the sub components of reading and writing in order to give students the most discreet support possible within each respective area. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level CCSS in ELA. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs.</p>	<p>Core/College- Preparatory</p>

Instructional Strategies:

- Aurum will employ a highly structured and predictable center rotation model as a primary modality for teaching reading. This rotation model will enable (1) teachers to focus on small group instruction that is focused on guiding and supporting higher order thinking and/or providing just in time skills instruction necessary for foundational mastery of key academic content, (2) data driven direct instruction provided by a teacher or instructional assistant in a small group setting that allows for strong skills acquisition and individualized support through a strong guided practice component, and (3) independent practice that utilizes adaptive technologies and/or individualized playlists and produces daily data that is used by the teacher to inform instruction and groupings on a daily/on-going basis.
- Integrated within and/or in addition to the center rotation model, Aurum teachers will employ a range of small and whole group instructional that support text-based higher order thinking and reading skills such as Socratic seminars, literature circles that emphasize text-based discussions, and inquiry/research groups.

- As a part of the center rotation model, students will receive direct instruction related to reading skills and vocabulary development.
- As a part of the center rotation model, students will utilize adaptive technology to support their reading development as well as other individualized playlists and assignments that will support them to learn, use, and practice reading skills appropriate for their reading level.
- Aurum will utilize a range instructional strategies from data-driven direct instruction to the workshop model to teach writing.
- Writing instruction will vary in order to support students to write over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

English Learner Support:

It is our goal to re-designate all English Learners as Fluent English Proficient (RFEP) by the time they leave 8th grade. Toward this end, Aurum Prep will provide both integrated and targeted ELD for students in alignment with the new California ELD Standards. Integrated ELD will occur through an English immersion approach that utilizes both Specially Designed Academic Instruction in English (SDAIE) and Project Guided Language Acquisition Design (GLAD) strategies in content-area courses. Our emphasis on oral literacy, in addition to reading and writing skills, will be particularly helpful for our anticipated large English Learner population, as “it is essential that second language learners, irrespective of their level of English language proficiency, have ample opportunities for speaking.”⁹⁰ The curriculum will offer extended opportunities for speaking through presentations, speeches, debates, and performance to practice the academic English essential to re-designating successfully. Aurum Prep will provide targeted ELD instruction during English intensive periods and Focus periods as needed and in accordance with students language needs and levels. For more detail on our EL program, see Element 1: H Special Populations: English Learners.

Curriculum and Resources:

Aurum will select reading curriculum and materials that meet the following criteria:

- Alignment to the Common Core State Standards
- An emphasis on expository texts and resources and the complexity necessary to prepare students for a rigorous high school and college experience
- Culturally relevant to our student population

Aurum will utilize a range of technology-based literacy resources including but not limited to:⁹¹

- Accelerated Reader
- Achieve3000
- Accellus
- Compass Learning
- Edmodo
- Google Applications
- Khan Academy

⁹⁰ Gottlieb, Margo. *Assessing English Language Learners: Bridges From Language Proficiency to Academic Achievement*. CA: Corwin, 2006.

⁹¹ For more instructional resources please refer to Figure 1.36

- My Access Writing
- Newsela
- No Red Ink
- Wordly Wise

Assessment:

Aurum Prep will utilize a range of assessments within all ELA classes. These include:

- **Classroom Based Assessments**
 - Daily exit tickets
 - Rubrics and other formative feedback tools
 - Conference logs
 - Technology-based curriculum/resource data
 - Curriculum-embedded assessments
 - Quizzes/Tests
- **School-Wide Assessments**
 - SRI
 - NWEA
 - 6 week- Interim Assessments
 - SBAC – Interim Assessments
 - SBAC – Summative Assessments

Subject Area: Mathematics

Outcomes:

In alignment with the CCSA in Mathematics, Aurum Prep students will⁹²:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for make use of structure.
- Look for express regularity in repeated reasoning.

Approach/Rationale:

Math instruction in the middle school begins in the sixth grade and focuses on mathematical procedures and mathematical problem-solving. These areas of focus are divided into two respective content courses. Students develop an understanding of statistical thinking through writing, interpreting, and using mathematical expressions and equations. Given our emphasis on financial literacy, we include a variety of real world financial simulations in which students

⁹² This set of outcomes is aligned to and articulated in the California Common Core Mathematic Standards – Mathematics Practices. For a full description see <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf> , page 6

engage. Our multi-year Financial Literacy curriculum is informed by the National Financial Educators Council, JumpStart Coalition, National Council of Economic Education, and the President's Advisory Council on Financial Literacy. The curriculum in the middle school will be scaffolded to help students to explain forms of financial exchange (cash, credit, debit, etc.), describe forms of money and sources of income, list examples of financial decisions and their consequences, calculate interest, and simulate a budget. Students will study introductory algebra, geometry, and statistics. Mathematics units begin with the building of conceptual knowledge using a variety of hands-on modalities to help students to develop a deep understanding of the content.

Figure 1.22: Mathematics Course of Study Overview

Grade 6	Grade 7	Grade 8
Math Procedures Intensive 6, Math Procedures 6	Math Procedures Intensive 7, Math Procedures 7, Math Procedures Accelerated 7	Math Procedures Intensive 8, Math Procedures 8, Mathematics I
Problem-Solving Intensive 6, Problem-Solving 6	Problem-Solving Intensive 7, Problem-Solving 7, Problem Solving Accelerated 7	Problem-Solving Intensive 8, Problem-Solving, Mathematics I

Figure 1.23: Mathematics Course Descriptions and Scope and Sequence

Mathematics Course Descriptions and Scope and Sequence		
Course / Grade	Description	Requirement
Mathematics 6A, 6B, and 6C (6th Grade)	This is a course designed to meet the needs of 6th grade students under the CCSS in Mathematics. This Mathematics course is divided into the sub components of Math Procedures and Math Problem Solving in order to support students in both a conceptual This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	Core College Prep
Mathematics Intensive 6A/6B/6C (6th Grade)	The major emphasis of this course is to provide strategic instruction that supports student access to rigorous grade level English-language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level CCSS in Mathematics. Students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read,	Core College Prep

	and write about content material. Instruction is based on student needs.	
Math 7A/7B/7C (Grade 7)	Math Intensive is provided to students performing below grade-level as a second course to support and supplement the core mathematics class in grade seven. The course is designed to enhance the student's knowledge of prerequisite skills that are needed to access the grade level mathematics course.	Core College Prep
Math Intensive 7A/7B/7C (Grade 7)	This course differs from the non-accelerated 7 th grade course in that it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units: (1) Rational Numbers and Exponents; (2) Proportionality and Linear Relationships; (3) Introduction to Sampling Inference; and (4) Creating, Comparing, and Analyzing Geometric Figures. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	Core College Prep
Math 7(Accelerated) A/B/C (Grade 7)	This is a course designed to meet the needs of 8 th grade students under the CCSS in Mathematics. This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	Core College Prep
Math 8A/8B/8C (Grade 8)	This is a course designed to meet the needs of 8 th grade students under the CCSS in Mathematics. This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	Core College Prep
Math I A/B/C (Grade 8)	The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the	Core/College- Preparatory

	course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	
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Instructional Strategies:

- The Math Workshop will include the following elements:
 - An opening structure to engage students in the objective for the lesson and to elicit prior knowledge/understanding.
 - Fluency practice matched to each student's individual level of foundational skill.
 - A mini-lesson to explicitly demonstrate and/or model a skill, strategy, or point of inquiry directly related to the objective of the lesson.
 - Guided practice and meaning making by the students whereby they engage with the skill or strategy introduced in the mini-lesson under the direction and observation of the teacher.
 - Introduction of a student task or assignment by the teacher, usually accompanied by a gradual release of responsibility for students to work autonomously during
 - Review/analysis of observation/conferencing notes, student work, and/or assessments.
- Throughout the Math Workshop, Cognitively Guided Instruction⁹³ will be used to teach students how to apply their intuitive math knowledge to solve math problems. Using this method, a student's conceptual knowledge of the subject is increased and students consistently solve complicated word problems using multiple strategies. Students learn from one another through explanation and evaluation to employ different strategies to solve problems. In this way their ability to explain their mathematical reasoning increases in all primary components of the Common Core.

English Learner Support:

Given that our Mathematics curriculum will incorporate the habits of discussion, we will help our English Learner students to develop their use of the English language. In accordance with the California ELD standards⁹⁴, our Mathematics curriculum will help EL students by:

- Creating a collaborative environment in which students exchange information in oral discussions through frequent use of techniques such turn and talks.⁹⁵
- Utilizing consistent annotation strategies that engage students to evaluate, analyze, and decode various Mathematical situations and word problems.

⁹³ "SECRETARY'S REPORT." *The Pakistan Development Review* 24.3/4, Papers and Proceedings of the Second Annual General Meeting of the Pakistan Society of Development Economists (May 12-14, 1985) (1985): n. pag. Web. <<http://ncisla.wccruw.org/publications/reports/RR00-3.PDF>>.

⁹⁴ "English Learners." - *Specialized Programs (CA Dept of Education)*. California Department of Education, n.d. Web. <<http://www.cde.ca.gov/sp/el>>.

⁹⁵ For more detail on this element, please see pages 41 through 62 of this document.

- Supporting students to express and evaluate Mathematical concepts through the habits of discussion.⁹⁶

Curriculum and Resources:

Aurum Prep will select mathematical curriculum and materials that meet the following criteria:

- Alignment to the Common Core Standards
- An emphasis on conceptual understanding necessary to prepare students for a rigorous high school and college experience

Aurum Prep will utilize a range of technology-based mathematics resources including but not limited to:⁹⁷

- College Preparatory Mathematics
- EngageNY
- Khan Academy
- Mathalicious
- ST Math

Assessment:

Aurum Prep will utilize a range of assessments within all Math classes. These include:

- **Classroom Based Assessments**
 - Daily exit tickets
 - Rubrics and other formative feedback tools
 - Conference logs
 - Technology-based curriculum/resource data
 - Curriculum-embedded assessments
 - Quizzes/Tests
- **School-Wide Assessments**
 - SRI
 - NWEA
 - 6 week- Interim Assessments
 - SBAC – Interim Assessments
 - SBAC – Summative Assessments

Subject Area: Science

Outcomes:

In alignment with the Next Generation Science Standards, Aurum Prep students will:

- Ask questions (for science) and define problems (for engineering).
- Develop and use models.
- Plan and carry out investigations.
- Analyze and interpret data.

⁹⁶ For more detail on this element, please see pages 41 through 62 of this document.

⁹⁷ For more instructional resources please refer to Figure 1.36

- Use mathematics and computational thinking.
- Construct explanations (for science) and design solutions (for engineering).
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

Student will also⁹⁸:

- Demonstrate independence as critical readers, writers, speakers, and listeners/consumers of text and media.
- Build strong STEAM (Science, Technology, Engineering, Art, and Math) content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives.

Approach/Rationale:

Science instruction in the middle school focuses on scientific reasoning, investigative reading, experimentation, and writing through integrated science courses aligned to the Next Generation Science Standards. Science classes focus heavily on the use of mathematics within science and incorporate our design thinking pathway. We recognize that “[s]cience is an organized body of knowledge and a method of proceeding to an extension of this knowledge by hypothesis and experiment.”⁹⁹ Students explore science through the scientific method, and learn qualitative and quantitative data-analysis skills. All science courses are aligned to the Next Generation Science Standards.

Curriculum and Resources: Figure 1.24: Science Course of Study Overview

Grade 6	Grade 7	Grade 8
Integrated Science I	Integrated Science II	Integrated Science III

Figure 1.25: Science Course Descriptions and Scope and Sequence

Science Course Descriptions and Scope and Sequence		
Course / Grade	Description	Requirement
Integrated Science I	In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross cutting	Core/College Preparatory

⁹⁸ This set of outcomes is aligned to and articulated in the California Common Core ELA Standards. For a full description see: <http://www.cde.ca.gov/bc/st/ss/documents/finalclacssstandards.pdf>, page 6

⁹⁹ *Gifted Young in Science: Potential Through Performance*. Paul Brandwein, ed. Arlington, VA: National Science Teachers Association, 1989.

A/B/C (Grade 6)	concepts of structure and function, patterns, systems and system models while learning about weather and climate, energy, and the organization of living things. The year begins with an introduction to weather and climate, including the underlying causes of Earth's weather patterns. Next, students embark on an inquiry of global climate change and engage in engineering activities to explore ways in which to minimize human impact on the environment. The second half of the year focuses on learning about the structure of living things from cell to organism. Students discover the ways in which behavior, environment, and genetic factors impact the survival and growth of organisms.	
Integrated Science II A/B/C (Grade 7)	In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross cutting concepts of energy and matter, including cause and effect and flows, cycles, and conservation while learning about ecosystems, natural resources, and the structure and property of matter. Students will consider human impact on these systems and explore engineering approaches to these concepts.	Core/College Preparatory
Integrated Science III A/B/C (Grade 8)	In this Integrated Science course aligned with the Next Generation Science Standards, students explore the cross cutting concepts of stability and change along with scale, proportion, and quantity. These concepts inform their study of the history of the earth, space systems, waves and electro-magnetic radiation, energy, forces and interactions, and natural selections. Students will consider human impact on these systems and explore engineering approaches to these concepts.	Core/College Preparatory

Instructional Strategies:

For Aurum Prep's science curriculum, our teachers will create their materials in alignment with proven research based strategies. Teachers will design thematic units of instruction utilizing the *Harvard Project Zero Teaching for Understanding®* (TFU) curriculum design framework.¹⁰⁰

The TFU framework allows teachers to design curriculum, instruction, and assessments focused on developing deep understandings of important ideas. Through these units, students understand and demonstrate:

- the processes, methods and real-world applications of scientific inquiry.
- the ability to learn and express understanding through the arts and/or technology.

English Learner Support:

Our science curriculum will incorporate the habits of discussion, which will help our English Learner students to develop their use of the English language. In accordance with the California ELD standards¹⁰¹, our science curriculum will help EL students by:

¹⁰⁰ Design & Making. "Teaching for Understanding." *Homepage*. N.p., n.d. Web. <<http://www.pz.harvard.edu/projects/teaching-for-understanding>>.

¹⁰¹ "English Learners." - *Specialized Programs (CA Dept of Education)*. California Department of Education, n.d. Web. <<http://www.cde.ca.gov/sp/el>>.

- Creating a collaborative environment in which students exchange information through scientific experimentation and frequent use of techniques such turn and talks.¹⁰²
- Utilizing consistent annotation strategies that engage students to evaluate, analyze, and decode various real world situations that require use of the scientific method.
- Supporting students to express and evaluate scientific concepts through the habits of discussion.¹⁰³

Curriculum and Resources:

Aurum Prep will select and create curriculum and materials that meet the following criteria:

- Alignment to the Next Generation Science Standards¹⁰⁴
- An emphasis on conceptual understanding necessary to prepare students for a rigorous high school and college experience

Using the TFU framework, teachers will create/revise and implement rich inter- and intra-disciplinary units aligned to the Next Generations Science Standards.

Aurum will utilize a range of technology-based and non-technology based science resources including but not limited to:¹⁰⁵

- Accellus
- Achieve3000
- Adaptive Curriculum
- Apex Learning
- Edmodo
- Foss Science Curriculum
- Fuel Education
- Khan Academy
- TCI Bring Science Alive

Assessment:

- **Classroom Based Assessments**
 - Daily exit tickets
 - Rubrics and other formative feedback tools
 - Conference logs
 - Technology-based curriculum/resource data
 - Curriculum-embedded assessments
 - Quizzes/Tests
- **School-Wide Assessments**

¹⁰² For more detail on this element, please see pages 41 through 2462 of this document.

¹⁰³ For more detail on this element, please see pages 41 through 2462 of this document.

¹⁰⁴ "Next Generation Science Standards." *Next Generation Science Standards*. N.p., n.d. Web. <<http://www.nextgenscience.org/>>.

¹⁰⁵ For more instructional resources please refer to Figure 1.36

- Six week- Interim Assessment¹⁰⁶

Subject Area: Social Studies

Outcomes:

In alignment with the California State Standards for History-Social Science Aurum Prep students will develop.¹⁰⁷

- Chronological and spatial thinking.
- Research, evidence, and point of view.
- Historical interpretation.

Student will also¹⁰⁸:

- Demonstrate independence as critical readers, writers, speakers, and listeners/consumers of text and media.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.

Approach/Rationale:

Social Studies instruction in the middle school focuses on English and writing on relevant historical events. Social Studies courses in the middle school allow students to apply their reading skills to acquire new knowledge and develop an understanding of history through their ability to read and write about it and to work directly with non-fiction texts as both primary and secondary sources. Students focus on ancient civilizations and geography, world history and geography, and American history and geography.

Figure 1.26: Social Studies Course of Study Overview

Grade 6	Grade 7	Grade 8
Ancient Civilizations and Geography	World History and Geography	United States History and Geography

¹⁰⁶ This interim is aligned to the ACT Aspire - Exceptional College & Career Readiness." *ACT Aspire Exceptional College Career Readiness*. N.p., n.d. Web. <<https://www.discoveractaspire.org/>>.

¹⁰⁷ This set of outcomes is aligned to articulated in the California History Standards. See <http://www.cde.ca.gov/ci/hs/>

¹⁰⁸ This set of outcomes is aligned to and articulated in the California Common Core ELA Standards. For a full description see: <http://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf> , page 6

Figure 1.27: Social Studies Course Descriptions and Scope Sequence

Social Studies Course Descriptions and Scope and Sequence		
Course / Grade	Description	Requirement
Ancient Civilizations and Geography A/B/C (Grade 6)	In alignment with the CCSS in History-Social Science, this course explores the beginnings of both non-western and western civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Skills cultivated in the class include essay writing, verbal expression, and proficient use of primary and secondary sources.	Core/College-Preparatory
World History and Geography A/B/C (Grade 7)	In alignment with the CCSS in History-Social Science, this course introduces students to the history of selected world civilizations. By examining the social, political, intellectual, cultural, and economic aspects of these societies, students gain a greater understanding of global issues. Students focus on geography and its impact on human activity, patterns of historical development, the role of religion in shaping historical action, and the effects of cultural diffusion. Skills cultivated in the class include essay writing, verbal expression, and proficient use of primary and secondary sources.	Core/College-Preparatory
United States History and Geography A/B/C (Grade 8)	In alignment with the CCSS in History-Social Science, this course involves the study of the United States from its inception to World War I. By examining the social, political, intellectual, cultural, and economic aspects of American History students gain a greater understanding of global issues. Students focus on geography and its impact on human activity, patterns of historical development, the role of religion in shaping historical action, and the effects of cultural diffusion. Skills cultivated in the class include essay writing, verbal expression, and proficient use of primary and secondary sources.	Core/College-Preparatory

Instructional Strategies:

For Aurum Prep's social studies curriculum, our teachers will create their materials in alignment with proven research based strategies. Teachers will design thematic units of instruction utilizing the *Harvard Project Zero Teaching for Understanding®* (TFU) curriculum design and Teaching Tolerance frameworks.¹⁰⁹ The TFU framework allows teachers to design curriculum, instruction, and assessments focused on developing deep understandings of important ideas. Through these

¹⁰⁹ Design & Making. "Teaching for Understanding." *Homepage*. N.p., n.d. Web. <<http://www.pz.harvard.edu/projects/teaching-for-understanding>>. And "Anti-bias Framework." *Teaching Tolerance*. N.p., n.d. Web. <<http://www.tolerance.org/anti-bias-framework>>.

units students understand and demonstrate:

- The ability to research, describe and analyze current and historical events from multiple perspectives and apply historical concepts and thinking skills to real-world situations.
- The ability to learn and express understanding through the arts and/or technology.

Aurum Prep will utilize a range of technology-based social studies resources including but not limited to:¹¹⁰

- Accellus
- Achieve3000
- Apex Learning
- Edmodo
- Fuel Education
- Khan Academy
- Newsela
- TCI History Alive!

Assessment:

- **Classroom Based Assessments**
 - Daily exit tickets
 - Rubrics and other formative feedback tools
 - Conference logs
 - Technology-based curriculum/resource data
 - Curriculum-embedded assessments
 - Quizzes/Tests
- **School-Wide Assessments**
 - 6 week- Interim Assessment¹¹¹

NON-CORE COURSES

Subject Areas: Design Thinking (College Prep Elective), Health and Physical Education, Visual and Performing Arts, and English Language Development

Outcomes:

The Non-Core programming, including Design Thinking, Health and Physical Education, Visual and Performing Arts, and English Language Development at Aurum Prep is designed to:

- Expose students to the process of design thinking to create user based, real world products
- Encourage and advance students artistic ability.
- Provide students with the fundamental study skills they need to be successful in high school and college.

¹¹⁰ For more instructional resources please refer to Figure 1.36

¹¹¹ This interim is aligned to the ACT Reading Aspire - Exceptional College & Career Readiness." *ACT Aspire Exceptional College Career Readiness*. N.p., n.d. Web. <<https://www.discoveractaspire.org/>>.

- Encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination.
- Promote individual physical self-confidence through the accomplishment of individual goals and through team activities.
- Strengthen a sense of team, self-determination, and respect through physical team building exercises and athletics.

Approaches/Rationales:

Design Thinking (College Prep Elective):

The college prep electives, squarely rooted in Design Thinking, at Aurum Prep will help students to excel in their personal lives, work, and studies beyond graduation. We will enhance our students' ability to critically think, problem solve, and find solutions to problems in their personal lives and communities through our design thinking pathway. Initially, this pathway will expose students to the foundational digital/technological literacy necessary to be able to access programs, hardware, and software that will enable them to create in alignment with "D" School's methodology for design thinking.¹¹² In this sequence, which all students will complete in grades 6 through 8, students will acquire the tools and information to take control of their academic futures and successfully navigate the path to and through college. The course sequence will expose students to the information and concepts they need in order to then iteratively practice habits of success throughout their secondary school careers, supported in their advisories.¹¹³

Knowing that many of our students will be the first in their families to attend college, we will invest in a college-going, culture-building infrastructure, early college awareness, and college access supports at all grade levels. The capstone of this work will be our innovative eighth grade "Strategies for Success" course. All "Strategies for Success" courses are offered three days per week, alternating class sessions with students' physical education requirement.

Figure 1.28: College Preparatory Course Overview

Grade 6	Grade 7	Grade 8
Foundations of Design Thinking and Technological Literacy	Design Thinking and Making I	Design Thinking and Making II, Strategies for Success
N/A	N/A	Strategies for Success

Figure 1.29: College Preparatory Course Descriptions and Scope and Sequence

College Prep Course Descriptions and Scope and Sequence		
Course / Grade	Description	Requirement
Foundations of Design Thinking and	This course will serve as an introductory and foundational course into the underlying principles of design thinking and technology. Students will have the opportunity to improve their typing fluency, mastery over commonly used programs	Non-Core/College Preparatory

¹¹³ "Use Our Methods." *Dschool*. N.p., n.d. Web. <<http://dschool.stanford.edu/use-our-methods/>>.

Technological Literacy A/B/C	such as Microsoft Office, understanding of the mechanics of coding, and also the design thinking framework of using empathy to design solutions.	
Design Thinking and Making I A/B/C	This course will draw heavily from the “D School’s” design thinking curriculum. In this course, students will begin to explore the process of assessing needs, prototyping, and refining from an empathy perspective. More specifically, students will have the opportunity to design a community service project that they determine is most needed. This course will further students’ knowledge and understanding of coding and will also begin the process of making.	Non-Core/College Preparatory
Design Thinking and Making II A/B/C	Students will begin a more advanced process of making within this course through designing and constructing websites, online applications, and robotics. Students will work in groups in order to produce real world solutions to problems or needs they see within their community. This course will be primarily project and output driven. Students will have the opportunity to produce either a website, app, or robot at the end of the course that demonstrates their learning.	Non-Core/College Preparatory
Strategies for Success A/B/C (Grade 8)	Students will receive instruction in college entrance-level skills, receive academic support through study groups, and engage in motivational activities and academic survival skills. Writing will be used as a tool of learning for all assignments, and time will be devoted to the improvement of writing in all subject areas as a means to clarify thought. This course provides students with academic study skills such as time management, note-taking, textbook reading, library research, and maintaining their binders. Students will also participate in college and career outreach opportunities, including guest speakers and field trips.	Non-Core/College Preparatory

Visual and Performing Arts:

At Aurum Prep, we believe that the arts are a critical aspect to ensuring that students have a holistic education and are able to explore their artistic interests. We are committed to offering students an arts education that exposes them to proper experiences as part of a strong college preparatory program. Our middle school program focuses on exposure, introducing students to public speaking, performance, and music, while allowing students some degree of choice in their electives. All visual and performing arts electives will be taught by instructors with expertise in the relevant area.

Figure 1.30: Visual and Performing Arts Course of Study Overview

Grade 6	Grade 7	Grade 8
N/A	N/A	Intro to Public Speaking and Performance, Foundations of Music

Figure 1.31: Visual and Performing Arts Course Descriptions and Scope and Sequence

Visual and Performing Arts Course Descriptions and Scope and Sequence		
Course / Grade	Description	Requirement
Intro to Public Speaking and Performance (Grade 8)	The major purpose of this elective course is to offer students an opportunity to gain skill, confidence, and fluency in creative oral expression. Students develop an understanding of both basic communication principles and public speaking strategies through their application of these principles to a variety of speaking assignments (original oratory, recitation, monologues, scenes, multimedia presentations, etc.) and formats (e.g., one-on-one situations, public speaking, and small groups). The fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience will be addressed.	Non-Core/College-Preparatory
Intro Public Speaking and Performance (Grade 8)	This course concentrates on developing the stage confidence, presence, imagination, and self-confidence of the beginning- and intermediate-level student. The workshop focuses on basic public speaking skills, stage skills, body awareness, and vocal technique. Students develop their instincts through improvisation, storytelling, cold readings, and prepared scenes.	Non-Core/College-Preparatory

Health and Physical Education (PE):

PE is of critical importance during the formative years of middle school. While PE is an elective for public charter schools, we have decided to mandate two days of physical education weekly for all students every year in order to support and encourage healthy habits in all of our students. Health is required each year of middle school, in order to provide guidance and support during a period of increased high-risk behavior. We will ensure that our students participate in 200 minutes of physical education every 10 school days.

Figure 1.32: Health and Physical Education Course Overview

Grade 6	Grade 7	Grade 8
Introduction to PE, Health 6	Beginning PE, Health 7	Intermediate PE, Health 8

Figure 1.33: Health and Physical Education Course Descriptions and Scope and Sequence

Health and Physical Education Course Descriptions and Scope and Sequence		
Course / Grade	Description	Requirement
Introduction to PE A/B/C (Grade 6)	Students will participate in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility.	Non-Core/College-Preparatory
Health 6 (Grade 6)	This course develops understanding of basic health concepts and encourages attitudes and skills that lead to effective decisions and life styles in regard to individual, family, and public health. It fulfills requirements of the California Education code considering the teaching of safety and first aid, the effects of narcotics, dangerous drugs, alcohol and tobacco on the human body. Parent/guardian permission is required for the sex education component.	Non-Core/College-Preparatory

Beginning PE A/B/C (Grade 7)	Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility through daily activities aimed at preparing students for the California Physical Fitness tests.	Non-Core/College- Preparatory
Health 7 (Grade 7)	This course continues to develop understanding of basic health concepts and encourages attitudes and skills that lead to effective decisions and life styles in regard to individual, family, and public health. It fulfills requirements of the California Education code considering the teaching of safety and first aid, the effects of narcotics, dangerous drugs, alcohol and tobacco on the human body. Parent permission is required for the sex education component.	Non-Core/College- Preparatory
Intermediate PE A/B/C (Grade 8)	Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility, participating in personal fitness and weight training, individual sports, and team sports.	Non-Core/College- Preparatory
Health 8 (Grade 8)	This course is taught in a seminar format and expands on the previous health courses. The course affords opportunities for the exploration and discussion of issues in human relationships, personal growth, and good decision-making. Students examine and discuss ethical questions, develop self-awareness and self-acceptance, and learn how to help oneself and others through times of stress, pressure, depression, and loss and grieving. The course aims to disseminate clear and accurate information about sexuality, reproduction, birth control, health, communicable diseases, and substance abuse and to encourage respect for others regardless of gender, race, ethnicity, sexual orientation, or other differences.	Non-Core/College- Preparatory

English Language Development:

The major emphasis of this course is to provide targeted ELD intervention that supports student access to rigorous grade level English-language arts content. At Aurum Prep we will utilize FOCUS periods to provide targeted ELD instruction. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by the grade level ELA California Standards. Students will learn systematic strategies in English, writing, and organization that will enable them to listen, speak, think, read, and write about content material. Instruction is based on student needs.

Figure 1.34: English Language Development Course of Study Overview

Grade 6	Grade 7	Grade 8
<i>Targeted ELD for EL students; additional support provided in English Intensive</i>	<i>Targeted ELD for EL students ; additional support provided in English Intensive</i>	<i>Targeted ELD for EL students ; additional support provided in English Intensive</i>

Instructional Strategies:

For Aurum Prep's non-core courses, our teachers will create their materials in alignment with proven research based strategies. Teachers will design thematic units of instruction utilizing the *Harvard Project Zero Teaching for Understanding*® (TFU) curriculum design and Teaching Tolerance frameworks where relevant and applicable.¹¹⁴ The TFU framework allows teachers to design curriculum, instruction, and assessments focused on developing deep understandings of important ideas. Through these units students understand and demonstrate:

- the ability to research, describe and analyze various data and apply critical and thinking skills to real-world situations.
- the ability to create real world products, tools, and systems through empathy based design thinking.
- the ability to make healthy and productive life style choices with regards to their physical, emotional, and mental health.
- the ability to learn and express understanding through the arts and/or technology.
- Creating a collaborative environment in which students exchange information through discourse and frequent use of techniques such turn and talks.¹¹⁵
- Utilizing consistent annotation strategies that engage students to evaluate, analyze, and decode various grade level appropriate texts.
- Supporting students to express and evaluate concepts through the habits of discussion.¹¹⁶

Aurum will utilize a range of technology-based non-core class resources including but not limited to:¹¹⁷

- Accellus
- Achieve3000
- Apex Learning
- Compass Learning/Odyssey
- Duolingo (for EL students)
- Edmodo
- Fuel Education
- Google Applications
- Khan Academy
- Newsela

Curriculum and Resources:

Aurum will select and create curriculum and materials that meet the following criteria:

- An emphasis on the experience and exposure necessary to prepare students for a rigorous high school and college experience

¹¹⁴ Design & Making. "Teaching for Understanding." *Homepage*. N.p., n.d. Web. <<http://www.pz.harvard.edu/projects/teaching-for-understanding>>. And "Anti-bias Framework." *Teaching Tolerance*. N.p., n.d. Web. <<http://www.tolerance.org/anti-bias-framework>>.

¹¹⁵ For more detail on this element, please see pages 41 through 2462 of this document.

¹¹⁶ For more detail on this element, please see pages 41 through 2462 of this document.

¹¹⁷ For more instructional resources please refer to Figure 1.36

- Culturally relevant to our student population

Using the TFU framework, teachers create/revise and implement rich inter- and intra-disciplinary units

Assessment:

Aurum Prep will utilize a range of assessments within all Non-Core classes. These include:

- Daily exit tickets
- Rubrics and other formative feedback tools
- Conference logs
- Technology-based curriculum/resource data
- Curriculum-embedded assessments
- Quiz/Tests
- Six Week Interim Assessments
- End of Year Summative Assessments
- ACTFL for EL students¹¹⁸

4. Timeline of Curriculum Development

Upon authorization, the Aurum Prep team will begin the process of finalizing its curriculum. This process will occur in three primary phases: (a) research and collection, (b) curricular development, and (c) pressure testing and refinement. In the planning year, the Executive Director and a curriculum consultant will be responsible for overseeing the curriculum development process.

Research and Collection: This phase will occur from August to November collecting curricular resources and best practices from other high performing schools. We will also be identifying models for our core subjects and creating benchmarks.

Curricular Development: This phase will occur between October and March. During this phase the Executive Director (ED) will work closely with a curriculum consultant to develop the end-of-year and trimester assessments from exemplars. After doing so, the ED and curriculum consultant will develop a scope and sequence for all core subjects.

Pressure Testing and Refinement: This phase will occur from March to July. During this phase, teachers will have the opportunity to review the curriculum and make any edits or changes necessary. Once all refinement of the curriculum has been done in conjunction with the ED, teachers will use the curriculum to plan their lessons.

Figure 1.35: Aurum Prep Curriculum Development Action Plan

Task/Planning/Timeline	ED	OM	Board	Consultant	BES	Educate78	August	September	October	November	December	January	February	March	April	May	June	July
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¹¹⁸ "ACTFL." *Assessments & The Testing Office*. N.p., n.d. Web. <<https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office>>.

Collect curricular best practices from schools	X																		
Hire curriculum consultant	X																		
Develop trimester and end-of-year assessments for (ELA, Math, SS, Science) from exemplar resources from other high performing schools	X																		
Identify preliminary models for core subjects				X															
Additional site visits and analyses of "best practice" charter/public schools' models	X				X	X													
Attend national and local educational conferences	X	X																	
Create and finalize curriculum plans and timelines	X			X															
Create benchmarks aligned with state standards and curriculum frameworks	X			X															
Create scope and sequence for each department	X			X															

In the spring of each year, the Executive Director will work with staff to identify needs and order materials for the subsequent year. Curriculum, instructional activities, and materials will be selected from state-adopted textbooks/materials based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on standards and preparing students to eventually graduate high school ready for college. Our exact program and materials will be finalized based on the needs of our students entering our founding class in the spring prior to opening.

Instructional materials for elective courses will be largely at the discretion of the instructor with approval by the Executive Director or appointed designee. Aurum Prep is committed to providing quality materials for all courses. Graphic design and digital media courses will employ appropriate and up-to-date software such as the Adobe creative suite or comparable open-source alternatives recommended by those in the field. Programs that are free of cost but still high-quality are preferred, as they allow students further access and opportunity to explore design beyond the school day.

5. Technology Integration

At Aurum Prep, we will ensure that all of our students are technologically literate and appropriately

prepared for the skills they will need in the 21st century. Therefore, we will implement a one-to-one computer based model with a focus on personalized learning. Our focus on technology integration and personalized learning draws heavily from the Rand Study on successful implementation of personalized programs with student populations that are high poverty.¹¹⁹ In order to ensure that our students are able to access the most out of the technology integration and in alignment with the Rand Study, we will focus our efforts on the following areas: student grouping, supportive learning spaces, and student discussion of data.¹²⁰

All of our staff and students will be trained on our common systems for using technology at the school during orientation. Additionally, students will have the opportunity to build their fluency and familiarity with using the technology through our curricular design. For example, all students will take an introductory course to design thinking and digital literacy. We have allocated 10 minutes at least twice per week within our school schedule to allow students the opportunity to practice and increase their typing capacity.

In accordance with California Standards-aligned materials, below is a list of instructional resources utilized by similarly structured schools for each grade level and subject. Programs that have specific tools to support ELL students are also indicated.

Figure 1.36: Sample Instructional Resources

Instructional Resources	Subject(s)				Middle Grade Levels		
	English	Math	Science	Social Studies	6	7	8
Accelerated Reader	X				X	X	X
Accellus	X	X	X	X			
Achieve 3000	X	X	X	X	X	X	X
Adaptive Curriculum			X		X	X	X
Apex Learning	X	X	X	X			
BlueJ		X					
College Preparatory Mathematics		X			X	X	X
Compass Learning/Odyssey	X	X	X	X	X	X	X
Dreambox		X			X	X	X
Edmodo	X	X	X	X			
EngageNY	X	X			X	X	X
ESL Reading Smart	X				X	X	X
FOSS Science Curriculum			X		X	X	X
Fraction Planet		X			X	X	
FuelEducation	X	X	X	X	X	X	X
Google Applications	X	X	X	X	X	X	X
Houghton Mifflin Harcourt		X			X	X	X

¹¹⁹ John F. Pane, Elizabeth D. Steiner, Matthew D. Baird, Laura S. Hamilton. "Promising Evidence on Personalized Learning." *Rand Corporation*. N.p., n.d. Web. <http://www.rand.org/pubs/research_reports/RR1365.html>.

¹²⁰ Ibid.

Big Ideas Math							
IXL		X			X	X	X
Khan Academy		X			X	X	X
Mathalicious		X			X	X	X
MY Access Writing	X						
Newsela	X				X	X	X
NoRedInk	X				X	X	X
Overdrive	X				X	X	X
Reading Mastery	X				X	X	X
Reflex Math		X			X	X	
Revolution K12		X			X	X	X
ST Math		X			X	X	
TCI Bring Science Alive!			X		X	X	X
TCI History Alive				X	X	X	X
TenMarks		X			X	X	X
Virtual Nerd		X			X	X	X
Wordly Wise	X				X	X	X

A target ratio of one computer for every student will ensure students adequate access to technology for effective use in student learning, California Standards and digital classroom instruction, data management, CAASPP online state assessments and communication. One of our teachers will operate in the capacity of technology lead and will train both students and teachers on best practices for accessing computer-based state standardized assessments.

One of the most common concerns about public education in the United States is that it is not equipping students with the 21st century skills (problem solving, critical thinking, oral and written communication, information literacy, creativity, collaboration, self-management, etc.) needed to succeed in the digital age. We have based our view of literacy in accordance with research from the Partnership for 21st Century Learning (P21)¹²¹ which consists of the following elements:

- Content Knowledge and 21st Century Themes
- Learning and Innovation Skills
- Information, Media, and Technology Skills
- Life and Career Skills

6. Comprehensive Course List

Our academic program is also aligned to prepare students for a high school program that meets the entrance requirements of the top schools in the nation, including California's state university system, and provides for increased autonomy. The University of Berkeley California states that "[w]hile we recognize that each student is unique, with different strengths and life experiences, all prospective freshmen need to display academic rigor and meet the same minimum requirements to be considered for admission."¹²²

¹²¹ "Framework for 21st Century Learning - P21." *Framework for 21st Century Learning - P21*. N.p., n.d. Web. <<http://www.p21.org/our-work/p21-framework>>.

¹²² "University of California - Admissions." *Freshman Admissions*. N.p., n.d. Web.

Figure 1.37: Aurum Prep Curriculum Middle School Academy Curriculum

Subject Area	6 th Grade			7 th Grade			8 th Grade		
	1 st Trim	2 nd Trim	3 rd Trim	1 st Trim	2 nd Trim	3 rd Trim	1 st Trim	2 nd Trim	3 rd Trim
English	English 6 A, English 6 A Intensive	English 6 B, English 6 B Intensive	English 6 C, English 6 C Intensive	English 7 A, English 7 A Intensive	English 7 B, English 7 B Intensive	English 7 C, English 7 C Intensive	English 8 A, English 8 A Intensive	English 8 B, English 8 B Intensive	English 8 C, English 8 C Intensive
English Language Development	Targeted Intervention for EL students; additional support provided in English Intensive	Targeted Intervention for EL students; additional support provided in English Intensive	Targeted Intervention for EL students; additional support provided in English Intensive	Targeted Intervention for EL students; additional support provided in English Intensive	Targeted Intervention for EL students; additional support provided in English Intensive	Targeted Intervention for EL students; additional support provided in English Intensive	Targeted Intervention for EL students; additional support provided in English Intensive	Targeted Intervention for EL students; additional support provided in English Intensive	Targeted Intervention for EL students; additional support provided in English Intensive
Mathematics	Mathematics 6 A, Mathematics 6 A Intensive	Mathematics 6 B, Mathematics 6 B Intensive	Mathematics 6 C, Mathematics 6 C Intensive	Mathematics 7 A, Mathematics 7 A Intensive Mathematics 7 A Accelerated	Mathematics 7 B, Mathematics 7 B Intensive Mathematics 7 B Accelerated	Mathematics 7 C, Mathematics 7 C Intensive Mathematics 7 C Accelerated	Mathematics 8 A, Mathematics 8 A Intensive	Mathematics 8 B, Mathematics 8 B Intensive	Mathematics 8 C, Mathematics 8 C Intensive
Social Studies	Ancient Civilizations and Geography A	Ancient Civilizations and Geography B	Ancient Civilizations and Geography C	World History and Geography A	World History and Geography B	World History and Geography C	United States History and Geography A	United States History and Geography B	United States History and Geography C
Science	Integrated Science I A	Integrated Science I B	Integrated Science I C	Integrated Science II A	Integrated Science II B	Integrated Science II C	Integrated Science III A	Integrated Science III B	Integrated Science III C
Visual and Performing Arts	N/A	N/A	N/A	N/A	N/A	N/A	Intro to Public Speaking and Performance A, Foundations of Music A	Intro to Public Speaking and Performance B, Foundations of Music B	Intro to Public Speaking and Performance C, Foundations of Music C
Health and Physical Education	Introduction to PE, Health 6 A	Introduction to PE, Health 6 B	Introduction to PE, Health 6 C	Beginning PE, Health 7 A	Beginning PE, Health 7 B	Beginning PE, Health 7 C	Intermediate PE, Health 8	Intermediate PE, Health 8	Intermediate PE, Health 8
College Prep	Foundations of Design Thinking and Technological Literacy	Foundations of Design Thinking and Technological Literacy B	Foundations of Design Thinking and Technological Literacy C	Design Thinking and Making I A	Design Thinking and Making I B	Design Thinking and Making I C	Design Thinking and Making II A, Strategies for Success	Design Thinking and Making II B, Strategies for Success	Design Thinking and Making II C, Strategies for Success

	A						A	B	C
Language Other than English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

7. Graduation Requirements and Communication

Credit Recovery Opportunities: The promotion requirements of Aurum Prep stipulate the completion of 2 courses with a grade of C or higher. Students who fall short of grade level promotion requirements within the course of the regular school year will have the opportunity to receive remediation, attend After School Tutoring and/or Saturday School, and retake the course final exam or resubmit projects. If a student does not earn a passing grade, they will be required to redo the course the following year. Any student who has failed four courses in an academic year will be retained the following year.

Transfer Students: All students, including transfer students, will be provided a pathway through which they can successfully access our curriculum, meet the graduation requirements on time, and be fully prepared to access high school and college. Credits from other schools will be accepted by Aurum Prep.

8. Western Association of Schools and Colleges (WASC) Accreditation

Aurum Prep will schedule an initial WASC review in the spring of our second year of operation or the fall of our third year, in keeping with the ACS WASC Conditions of Eligibility, and in order to ensure the full accreditation process is completed prior to the anticipated graduation of our first class of students from high school in 2024. The Executive Director and Board of Directors will support the school in preparing their initial review, self-study and interim reports for the WASC process.

9. Communication with Parents

At Aurum Prep, one of the key pillars of our school design is the belief that “Involved and engaged families and community partners”¹²³ Therefore, we stay in frequent communication with families regarding the growth and success of their child(ren). Parents will be aware of their child(ren)’s transferability and most up-to-date status through three primary means: our annual orientation, our ongoing progress updates, and Student Success Team meetings.

Annual Orientation: During our annual Parent and Student Orientation, we will utilize a portion of the time to inform parents about the elements of a college preparatory program, including what A through G is and its importance. We would then support parents and students as they select the courses for them for the year with our consultation if sought after.

Ongoing Progress Updates: Parents will be kept informed of their child(ren)’s progress on a bi-weekly basis through our progress updating system. This bi-weekly progress report will include: students’ grades, attendance, and behavioral report. Parents are also encouraged to pick up their student’s report cards every 18 weeks. During this time, we can target parents of students who may be struggling in order to have proactive conversations to improve the outcomes for the student.

¹²³ For more detail on this element, please see pages 41 through 2462 of this document.

Risk Meetings: Risk meetings are held proactively throughout the school year for those students and parents who may need extra support and advice on how to stay on track to graduation or how to recover classes they might lack.

10. International Baccalaureate – Not Applicable (IB not offered)

11. Transitional Kindergarten – Not Applicable (6-12 school)

12. Summer School – Not Applicable (Summer School Not Offered)

Aurum Prep will not offer summer school. We have accounted for the remediation and acceleration of students with our extended school day, school year, focus periods, after school tutoring, and Saturday School.

School Characteristics

Cognitive Guided Instruction – Math and Science: At Aurum Prep, the problem solving class in middle school uses Cognitively Guided Instruction to teach students how to apply their intuitive math knowledge to solve math problems. Using this method, a student's conceptual knowledge of the subject is increased and students consistently solve complicated word problems using multiple strategies. Students learn from one another through explanation and evaluation to employ different strategies to solve problems. In this way their ability to explain their mathematical reasoning increases in all primary components of the Common Core.

According to the National Center for Improving Student Learning and Achievement in Mathematics and Science ("NCISLA"), cognitive guided instruction is defined as a professional development program based on: "(a) the development of students' mathematical thinking; (b) instruction that influences that development; (c) teachers' knowledge and beliefs that influence their instructional practices; and (d) the way that teachers' knowledge, beliefs, and practices are influenced by their understanding of students' mathematical thinking."¹²⁴ By developing teachers to make meaning of how students learn, teachers are able to create lessons that push students to expand the means by which they relate math to their environment, thus increasing their mathematical ability. Studies by NCISLA have consistently shown that students in classrooms using CGI consistently outperform those that are not.¹²⁵

Literacy in All Subject Areas: Aurum Prep recognizes literacy as a necessary foundational content and skill upon which other content and knowledge is ultimately acquired. Therefore, we have designed a school-wide instructional framework that is key to literacy components such as Drop Everything and Read ("DEAR"), Habits of Discussion, and Turn and Talk. These frameworks allow students to put their literacy skills to work in all subject areas.¹²⁶

¹²⁴ "SECRETARY'S REPORT." *The Pakistan Development Review* 24.3/4, Papers and Proceedings of the Second Annual General Meeting of the Pakistan Society of Development Economists (May 12-14, 1985) (1985): n. pag. Web. <<http://ncisla.wceruw.org/publications/reports/RR00-3.PDF>>.

¹²⁵ Ibid.

¹²⁶ Literacy in All Subjects Area is a key area of focus in the Common Core State Standards. See: <http://standards.dpi.wi.gov/files/cal/pdf/las-stds.pdf>.

Habits of Discussion: Aurum Prep prepares students to use habits of discussion to push student conversations further in class and to develop strong student voice across the school and over time. Comprehensively, and specifically through this strategy, we will equip students with the language that will further their learning no matter the subject area. This allows students to bring their knowledge and background information into the classroom in productive and meaningful ways.¹²⁷ Habits of Discussion are posted in classrooms for use daily and are explicitly taught to all learners.

Figure 1.38: Habits of Discussion

Ways to Show Agreement:
I agree with _____ because _____
I agree with you _____, but _____ because _____
I would like to add _____ to what _____ just said"
I know _____ because I read _____
That makes sense because _____
Ways to Show Disagreement:
I respectfully disagree with you _____ because _____
I have a different opinion / point of view...
I have a clarifying questions to ask:
I have a question about _____
I am confused about _____
_____, what did you mean when you said _____?
Can you please restate the question?
Ways to Push a Conversation Further during Class Discussions:
Can you say more about that?
What do you think about what I said?
Is there evidence to support that in the text?
Why do you think that?

Turn and Talk: We believe that our students must develop oral skills and listening skills to be productive citizens in Oakland and to be capable members of a highly literate adult community, and to have the language skills through which we expect them to demonstrate their moral leadership as maturing young adults and the next generation of leaders within our city. Turn and Talk is a discussion protocol between paired students to share their answers to a written prompt or question in order to build the skills of active listening and clear oral expression. We use Turn and Talk to have students make sense of their own answers while listening meaningfully to the answers of others. Often, teachers will then have students share aloud the answers of their partners to gauge their ability to listen and synthesize information.

Figure 1.39: Turn and Talk

Meaningful Turn and Talk
Eye contact and bodies turned toward each other
Nodding and doing the "connection hand signal"
Smiling and showing a pleasant facial expression
Having a REAL Conversation:
Asking meaningful questions
Making connections
Building on and adding to each other's thinking

¹²⁷ "Students Bring Strengths and Experiences to Learning" is an explicit teaching and learning principles as outlined by DPI in the Common Core State Standards for Literacy in All Subject Areas. Retrieved from: <http://standards.dpi.wi.gov/files/cal/pdf/las-stds.pdf>.

At-Risk Students: At Aurum Prep, we provide an education that prepares all students for college and professional careers. Therefore, we have planned our curriculum to address a wide range of learners and skills, including but not limited to, English Learners, students with special needs, or students who require intervention for them to be successful. We know that students will become more independent and responsible for their learning as the weight of cognitive work shifts from teacher-as-model, to joint responsibility, to independent practice culminating in Socratic Seminars. This model will be further informed through use of in class supports from licensed and qualified special educators, EL specialists and licensed teachers providing daily Academic Supports for all learners.

Flexible Grouping: Our staffing and teacher model allows for highly differentiated groupings in our classrooms. We have six teachers per grade level for four cohorts of 132 students (33 students per class) in the middle school. Our daily schedule allows for two teachers to support students' grade level needs during Afternoon FOCUS and Enrichment classes from 3:00PM – 4:30PM. The circulating teachers can move students into small groups within the classroom to reinforce learning in English and math. We create an environment that allows students to interact with homogenous and heterogeneous student groups based on achievement levels.

Small Group Instruction: Teachers use small group instruction daily for small group English, math, and remediation during Afternoon FOCUS, as we will serve a student community that we anticipate may need additional supports in these subject areas in particular.

Literacy and Math Are Fundamental: We believe that these content areas are fundamental to learning in all subject areas. Our curriculum, which emphasizes literacy and numeracy in all grade levels and within all subject areas, is a key lever to achieving success on the Common Core State Standards ("CCSS").¹²⁸ We hire teachers with a deep understanding of literacy and math to provide our students with teachers that can lift their academic levels a minimum of 1.5 years of growth every school year.

Extended School Day: By extending the school day from 7:50am to 4:30pm, students receive 300 minutes of direct-instruction and 120 minutes of the following: tutoring, small group re-teaching, conferencing, and independent reading. We use a two-teacher model from 3:50pm to 4:30pm to re-teach material that was not mastered by all students that day. This model has been effective in high-poverty urban schools across the nation.¹²⁹

Saturday School: Saturday School will focus on supplemental support for both reading and math skills. For students struggling with reading, the program will continue to offer extended time to reinforce and build basic reading skills, with an emphasis on reading comprehension. For students with learning gaps in math, this program will serve as a means for offering academic support. Saturday School will be offered two Saturdays for most months out of the year, for a

¹²⁸ Reeves, Douglas B. "High Performance in High Poverty Schools." Center for Performance Assessment. 2003. Teachers in high-achieving, high-poverty, high-minority schools require informative writing w/high expectations for response quality leading to high achievement in all areas.

¹²⁹ In 2013, Excel Academy in Boston, MA ranked #1 in the state on 8th grade reading and math with 100% and 98% proficient/advanced respectively.

total 15 days. This supplemental program will provide struggling students with additional academic support in small groups tailored to their specific academic needs.

Common Core-Aligned Curriculum: Our academic goals are aligned to the Common Core State Standards (“CCSS”). Using CCSS, we will create detailed year-long curriculum guides for teachers, assess our progress using interim tests every six weeks, thus establishing a culture of data-driven instruction.

Data-driven Instruction: To achieve our educational goals, we will establish a culture that uses data daily, weekly, and every six weeks to establish a culture of constantly monitoring progress to our goals.

Daily: Our teachers plan lessons using assessment items aligned to the CCSS. Teachers use a short assessment or “exit-ticket” to assess students’ daily mastery of content in the classroom.

Weekly: Teachers meet in grade level teams and content teams to assess students’ performance school-wide. Teachers use this data to make adjustments to upcoming lesson plans and/or develop a schedule for in class small-group remediation.

Every 6 Weeks: Students are assessed using an interim assessment aligned to the CCSS.

Bi-Monthly Data Days: The school utilizes six built-in data days to work with teachers to analyze the progress of all students in all tested subject areas. This information is used to make school-wide decisions that include but are not limited to: grouping of students, adjustment in curriculum guides, targeted tutorial for students, and creation of teacher improvement plans.

College Preparatory Program: We have researched entrance requirements to the top regional and national universities to develop an academic program aligned with courses taken by the top students in California and across the United States. Our goal is that our students will graduate from 8th grade fully prepared for a rigorous high school college preparatory curriculum.

Weekly Community Circle: Weekly we come together to celebrate our values as a community, the successes of our students, and our vision for the future. Students and teachers join in the community circle and shout-out how different community members (anyone that works in or attends the school are community members) have lived up to our FIRST values of Focus, Integrity, Respect, Self Determination, and Team. The community circle then enters into a joyous time filled with music, songs, and chants that reaffirm our commitment to education and excellent character. Teachers and students lead the meeting together. Families and other community stakeholders are always welcome at and invited to our weekly celebrations.

Drop Everything And Read (DEAR): Students are required to carry with them at all times four texts (two fiction, two non-fiction) that are on their reading level. Students read during DEAR which occurs during Morning FOCUS. Teachers and staff are encouraged to read silently with students. Students are taught and then expected to read silently whenever they complete work or are awaiting a teacher’s directions.

Academic Calendar and Schedules

1. Academic Calendar

The Aurum Prep academic calendar is similar to the OUSD calendar, however, it has supplemental

days and instructional minutes. The calendar operates on a trimester schedule and has a total of 185 instructional days. Our Wednesdays are abbreviated days that allow for our staff to participate in three (3) hours of professional development on a weekly basis. In addition to these slightly abbreviated Wednesdays, there are 33 full professional development days built into the calendar, including four (4) weeks of summer professional development before the school year and additional days strategically built into the year to support effective data analysis and intervention planning each trimester.

The first day of school is August 15th and the last day of instruction concludes on June 7th. We do not have school on Labor Day, Veterans Day, Martin Luther King Day, Presidents' Day, Caesar Chavez Day, or Memorial Day. The calendar also provides breaks for Thanksgiving, the winter holiday, and spring holiday. In addition to midterm and final exams each trimester, students will participate in nationally normed assessments at the start, middle, and close of the year, as well as the state-required CAASPP.

Figure 1.40: 2017 – 2018 Calendar



Important Dates	
Days of Instruction: 185	
Days of Professional Development: 33	
July/August	
July 17 th – August 14 th : Staff Orientation/Professional Development	
August 10 th : Parent Orientation	
August 15 th : First Day of School - Students (Trimester 1 begins)	
August 22 nd – 23 rd : Nationally Normed Assessments, NWEA MAP	
September	
September 4 th : No School – Labor Day	
September 5 th : Staff PD Day (no school for students)	
September 21 st : 1 st 6-week Interim Assessment	
September 25 th : Staff PD Day – Data Analysis (no school for students)	
September 29 th : 6-week Progress Report to Parents	
October	
October 13 th : PD Day Staff (no school for students)	
November	
November 2 nd : 2 nd 6-week Interim Assessment	
November 6 th : Staff PD Day – Data Analysis (no school for students)	
November 13 th : Trimester 2 begins	
November 16 th – 17 th : Parent Conferences/Trimester Reports go home	
November 22 nd – 24 th : Thanksgiving Holiday Break (no school for staff or students)	
November 27 th : Staff PD Day (no school for students)	
December	
December 14 th : 3 rd 6-week interim Assessment	
December 18 th : Staff PD Day – Data Analysis (no school for students)	
December 22 nd : 6-week Progress Reports to Parents	
December 26 th – January 1 st : Winter Holiday (no school for staff or students)	
January	
January 2 nd : Staff PD Day (no school for students)	
January 9 th – 10 th : Nationally normed Assessments, NWEA MAP	
January 15 th : MLK Day (no school for staff or students)	
February	
February 8 th : 4 th 6-week Interim Assessment	
February 12 th : PD Day Staff – Data Analysis (no school for students)	
February 19 th : Trimester 3 begins	
February 22 nd – 23 rd : Parent Conferences (Trimester reports go home to families)	
March	
March 21 st : 5 th 6-week Interim Assessment	
March 23 rd : PD Day Staff (no school for students)	
March 26 th – 30 th : Spring Break (no school for staff or students)	
April	
April 2 nd : Staff PD Day – Data analysis (no school for students)	
April 6 th : 6-week report to families	
May/June	
May 16 th – 17 th : Nationally normed Assessments, NWEA MAP	
May 21 st : Staff PD Day – Data Analysis	

May 23 rd : 6 th 6-week Interim Assessment
May 28 th : Memorial Day Holiday (no school for staff or students)
June 7 th : Last day of school for students (end of Trimester 3)
June 8 th and June 11 th : Parent Conferences (as needed)
June 11 th : Final Trimester Report home to families (Report Card)

Aurum Prep's instructional calendar and daily schedule are designed to maximize academic achievement. For grades 6-8, Aurum Prep provides an additional 24,300 minutes above the required minimum each year, the equivalent of nearly 52 additional (Aurum Prep length) days of instruction, or 10 additional weeks. The school day begins at 7:50am and ends at 4:30pm, except on Professional Development Wednesdays, which will end at 1:30pm.

2. Sample Daily Schedules

Middle school students begin their day in an advisory class, where an academic tone is set for the day through a focus on current events and character development. In middle school, students have two periods each of math and literacy every day in order to ensure that each student receives the targeted support and instruction they need in these key subjects. All middle school students also have DEAR and independent reading time on regular instruction days to further support differentiated reading growth.

All 6-8 students will have five sessions of science and social science weekly; students will have two sessions of physical education and two sessions of one enrichment course each week. Middle school students end the day with a FOCUS/Intervention period where they reflect on their day, organize their work, begin the day's homework, and receive targeted support and interventions. On Fridays, the day begins with a student-led community circle during which student accomplishments are celebrated, academic content is shared in creative ways, and community issues are addressed.

Figure 1.41: Sample Middle School Daily Schedule

Aurum Preparatory Academy Sample Schedule for Grade 6 Monday, Tuesday, Thursday, and Friday					
Block	Time	6 th Grade	7 th Grade	8 th Grade	Instructional Minutes
	7:10 – 7:20	Staff Morning Huddle			N/A
	7:25	Doors Open, Breakfast Available (Last Breakfast served at 7:45)			N/A
	7:50	Official start to school day			N/A
	7:50 – 8:20	Morning Advisory / DEAR / Homework Collection (Community Circle on Friday)			30
	8:20 – 8:30	Mindfulness/Technological Literacy			N/A
	8:30 – 9:10	Morning Focus			40
1	9:10 – 10:00	English 6 (1)	English 7 (1)	English 8 (1)	50
2	10:00 – 10:50	Math 6	Math 7	Math 8	50
	10:50 – 11:00	Break / Snack			N/A
3	11:00 – 11:50	Science 6	Science 7	Science 8	50
4	11:50 – 12:40	English 6 (1)	English 7 (2)	English 8 (2)	50
	12:40 – 1:30	Lunch / Recess			N/A
5	1:30 – 2:10	Social Studies 6	Social Studies 7	Social Studies 8	50

6	2:10 – 3:00	Math 6 (2)	Math 7 (2)	Math 8 (2)	50
	3:00 – 3:50	Enrichment / Physical Education			50
	3:50 – 4:30	Afternoon Focus / Academic Support			40
	4:30	Dismissal			N/A
	4:30 – 5:00	Detention / After School Tutoring/Enrichment			Total: 460

Figure 1.42: Sample Middle School Abbreviated Schedule

Aurum Preparatory Academy Sample Schedule for Grade 6 Wednesday, Abbreviated Day					
Block	Time	6 th Grade	7 th Grade	8 th Grade	Instructional Minutes
	7:10 – 7:20	Staff Morning Huddle			N/A
	7:25	Doors Open, Breakfast Available (Last Breakfast served at 7:45)			N/A
	7:50	Official start to school day			N/A
	7:50 – 8:20	Morning Focus / DEAR / HW Collection			30
1	8:20 – 9:10	English 6	English 7	English 8	50
2	9:10 – 10:00	Math 6	Math 7	Math 8	50
	10:00 – 10:10	Break / Snack			N/A
3	10:10 – 11:00	History 6	History 7	History 8	50
4	11:00 – 11:50	Science 6	Science 7	Science 8	50
	11:50 – 12:30	Lunch / DEAR			N/A
	12:30 – 1:30	Afternoon Focus / Academic Support			60
	1:30	Dismissal			Time: 290

3. Instructional Days and Minutes Calculator

Figure 1.43: Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req'd
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	50400	0	-50400
5	Select Y/N									0	54000	0	-54000
6	Select Y/N	145	460	40	290			0		185	54000	78300	24300
7	Select Y/N	145	460	40	290			0		185	54000	78300	24300
8	Select Y/N	145	460	40	290			0		185	54000	78300	24300
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

Staffing and Professional Development

At Aurum Prep, we recognize that our educators ultimately will drive the results of the school and

the outcomes of the students we will serve, therefore, we have prioritized “A professional environment that nurtures continuous growth and excellence”¹³⁰ as a key design element. None of our mission can be accomplished without a quality and well-trained staff that has the proper supports. Aurum Prep will create a team of professionals who are completely committed to student achievement, who celebrate success, who recognize and target areas for growth, and who constantly seek to improve their practice. We will hire and develop the best teachers and we have designed our school to ensure that our educators work in a compelling and thriving work environment and also are compensated appropriately.

1. Teacher Recruitment

Given the fact that there is currently a teacher shortage in California and in the Bay Area, we understand that teacher recruitment must be a priority. We will be able to access, recruit, and hire from an extensive pipeline of teacher talent through extensive relationships with organizations such as Educate 78, Building Excellent Schools, and the Alumni network of Teach For America, the California Charter Schools Association, and using the wide educational network of our proposed Executive Director. We will recruit locally, regionally, and nationally for the very best educators committed to the empowerment of all students. We will market our school in spaces such as Edjoin, local newspapers, openings at job fairs, and attend hiring fairs at local universities such as UC Berkeley, Merritt College, and Mills College. We will recruit and hire staff who possess the qualifications to work successfully with the target student population, deliver the education program effectively, and support and sustain the school’s college-going culture. To ensure selection of the highest quality staff, we will implement the following selection process

- Posting of job openings (career and education websites, newspapers, Schools of Education, referrals, and email)
- Request a resume, cover letter, and short essay responses (online application)
- Brief screening interview (by phone and in-person)
- Sample teaching lesson followed by debrief with Executive Director (for instructional positions)
- Reteach of sample lesson
- Extensive in-person interview with members of the school’s current staff
- Verification of credentials and previous employment, State and Federal background checks, and professional and personal reference checks
- The Executive Director will make offers of employment to the strongest candidates
- Reference checks, securing of transcripts, and completion of background checks (In full accordance with California Ed. Code 44237 and 45125.1, background checks, fingerprinting, and medical clearances will be obtained prior to the start of the school year)
- Offer letter

During all parts of the interview process, including the online application, members of the application review committee look for the following traits in every candidate:

- **Aligned** - Truly believes that every student can and will learn, and zip code, ethnicity, race, socioeconomic status, and home language do not determine destiny.
- **Intelligent** – Demonstrates a high capacity to achieve and to learn new material.

¹³⁰ For more detail on this element, please see pages 41 through 2462 of this document.

- **Humble** – Consistently demonstrates a desire to grow and become better in their practice and never feels that they have “mastered” all there is to know about teaching and leading students.
- **Strategic** – Oriented towards actions and solutions and demonstrates urgency in planning and executing for our students.
- **Warm/Strict** – Holds incredibly high expectations while demonstrating empathy and authentic care for students, colleagues, and families.
- **Knowledgeable about Content** – Understands content deeply and/or is passionate and excited to deeply engage in content and learn more.
- **Skilled in Management** – Believes our students can behave appropriately, knows what that behavior looks like, and holds them to that bar through use of the taxonomy and strong relationship building skills.
- **Team Player** – Works well with others and maintains a growth mindset.

We also believe in pro-actively recruiting staff members that represent racial and ethnic minorities, as well as individuals who share the background of our students. In turn, we look forward to working with the Hispanic and Black Chambers of Commerce. We also have extensive relationships with several Historically Black Colleges and Universities such as Morehouse, Spelman, and Clark-Atlanta through the network of our proposed Executive Director.

2. Professional Development

Quality teacher development is one essential element to attracting and retaining talented individuals and is the lever to raising student achievement levels. Therefore, we have dedicated 20 days over the summer to professional development (“Summer Institute”). Moreover, we have allocated three hours of professional development in our weekly schedule on Wednesdays. The Executive Director in years one and two will observe each teacher at least twice per week. Families and students in deep East Oakland deserve the highest quality educators, and it is our responsibility to support our teachers to execute dramatic student achievement results. We know that when classroom instruction improves, student achievement gains increase.¹³¹ Therefore, we prioritize on-going, varied opportunities for teachers to improve instruction through:

- Classroom observations and debriefs between colleagues and from the leadership team
- Data analysis and action planning meetings
- Curriculum development and review
- Lesson review and analysis
- Professional learning communities
- Classroom observation video debriefs
- Instructional rounds
- Leadership opportunities within the school for teachers
- Excellent classroom and school visits
- Professional development sessions led by instructional leadership team members, lead teachers, or consultants
- Individual check-ins. provides a description of the above listed professional development opportunities.

¹³¹ Odden, A., and M. J. Wallace. (2003, August 6). “Leveraging Teacher Pay.” *Education Week*, 22 (43), 64.

Figure 1.44: Professional Development Opportunities

	Professional Development Opportunities
Classroom Observation and Feedback Debriefs	<p>The Executive Director and/or the Dean of Curriculum and Instruction conduct regular classroom observations. Teachers receive feedback through written follow-ups and debrief conversations around strengths and areas for growth within observed lessons. Achievement data from the lesson's objective is discussed, and both teacher and student actions are correlated to the data to determine trends. Next steps are derived from these debrief conversations and follow-up observations are conducted to ensure a frequent observation-feedback loop. Observations range from 5 minutes to 30 minutes. The Executive Director and/or the Dean of Curriculum and Instruction identify teachers demonstrating strong instructional practices in specific areas, and provide coverage for teachers to observe these practices in action.</p>
Data Analysis and Action Planning Meetings	<p>During Data Days, teachers gather with the Executive Director and/or the Dean of Curriculum and Instruction to analyze data and determine instructional adjustments. Teachers conduct item analyses, where they correlate each question to a standards-based objective, assess student mastery per the given objectives, and determine specific misunderstandings that may exist with groups of students or individual students to guide re-teaching plans. Noting how students fared with specific objectives provide the platform for the action plans teachers create. Teachers break the mastery of objectives into groups, which correlate with the following circumstances:</p> <ol style="list-style-type: none"> 1. Objectives mastered by 100% of students and require additional challenge, which may involve increasing the rigor through word and logic problems or advancing vertically to the next grade level's objective within that same strand. 2. Objectives mastered by 70% or more of students, which require small group intervention and support with the 30% of students failing to achieve mastery. 3. Objectives mastered by less than 70% of students, which requires a re-teach of the lesson to the majority of the classroom. <p>The proficiency of a teacher's lesson is based on student mastery of the objective, and action plans are based on which objectives need to be retaught, reviewed, or retaught in a way that addresses misunderstandings per the mistakes from groups of students. Action plans determine how much challenge should be applied to an objective when mastery is demonstrated.</p>
Curriculum Development and Review	<p>Curriculum development is prioritized heavily throughout the summer and consists of standards alignment and the development of a scope and sequence, which prioritizes the order by which objectives should be taught throughout the year. Adjustments are made to these on an on-going basis throughout the year based on achievement data and student progress to ensure we are meeting the needs of every student.</p>

Lesson Review and Analysis	The Executive Director and/or the Dean of Curriculum and Instruction conducts a thorough review of lesson plan drafts and provides feedback to teachers before the submission of the final version. During Professional Learning Teams, teachers gather to discuss upcoming lesson plans and changes to be made based on current student achievement trends.
Demo Lessons	Teachers gather weekly to discuss next week's lessons (in content pairs). Teachers practice lesson sections to receive feedback from the instructional leadership team and fellow teachers. "Hot spots," or areas of the lesson where student confusion may be peaked, are identified, discussed and sections are practiced to ensure optimum clarity for students. Brief demo lesson rehearsals occur during Morning Staff Huddles, and extended lesson rehearsals occur during planning times and after school.
Professional Learning Teams (PLCs)	PLCs provide the opportunity for teachers to problem-solve and action plan around ways to enhance instruction. The format may vary per the specific outcome needing to be achieved, but may involve teachers (a) gathering within and across grade levels to discuss, plan, and analyze lessons; (b) creating exemplars for writing instruction per student ability group; (c) collaboratively grading writing samples and other qualitative assignments; and (d) reviewing the progress of instructional action plans.
Classroom Observation Video Debriefs	A teacher has a lesson that is video recorded at least once every other week, and instructional leaders and teachers gather to watch the video and debrief the lesson by discussing areas of strength and areas for growth. We build a resource bank of instructional videos, which include videos from excellent teachers in other schools.
Instructional Rounds	The instructional leadership team regularly conducts a whole-school analysis of instruction by observing every classroom for a brief period of time. Following a discussion, notes are calibrated, trends are determined, and instructional gaps are prioritized in a subsequent professional development session with teachers.
Leadership Opportunities	There are structured opportunities available to teachers ready to take on more leadership responsibilities. These opportunities include becoming a grade level chair, curriculum development, or planning a school-wide event. Teachers who excel at curriculum development will be identified and will be placed on a track to become master teachers as the school grows in size.
Excellent Classroom and School Visits	We continue to improve and refine our practices by observing the practices of the highest performing schools. We take regular trips to high performing schools to study best practices. Additionally, during Y0, the Executive Director and the Operations Manager continue to refine their own leadership skills by conducting extended residencies in high-performing schools as they prepare to open Aurum Prep with strong academic and operational integrity.
Professional Development Sessions	These sessions, or workshops – led by instructional leadership team members, master teachers, or consultants – provide information to teachers about specific areas of focus. Sessions mainly focus on

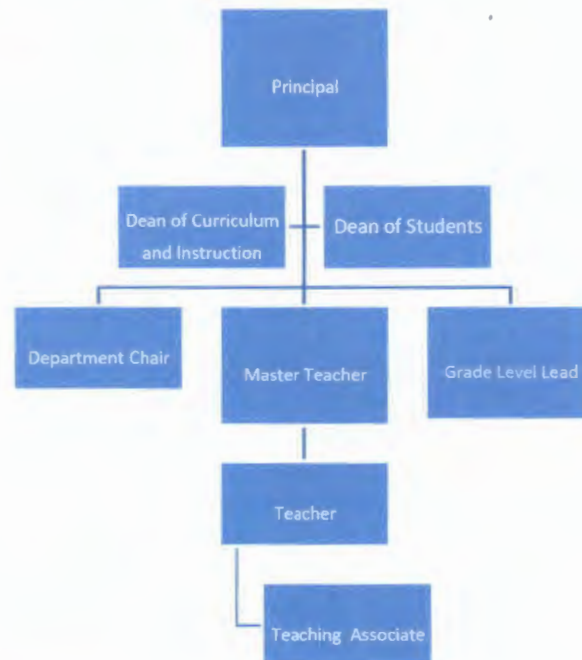
	enhancing either teachers' classroom management strategies or instructional techniques. Please note, first year teachers will be supported with differentiated professional development sessions.
Individual Check-ins	<p>The Executive Director conducts weekly check-ins with each staff member. There are many purposes of these meetings:</p> <ol style="list-style-type: none"> 1. Get a pulse on how each staff member is feeling and approaching the work associated with their role. 2. Outline and discuss professional growth goals and the progress made to date. 3. Address specific questions and concerns. 4. Provide support, advice, or insight with any challenges.
Independent Professional Development	<p>The Executive Director conducts weekly check-ins with each staff member. There are many purposes of these meetings:</p> <ol style="list-style-type: none"> 1. Get a pulse on how each staff member is feeling and approaching the work associated with their role. 2. Outline and discuss professional growth goals and the progress made to date. 3. Address specific questions and concerns. 4. Provide support, advice, or insight with any challenges.
Independent Professional Development	<p>Within one month of instruction in the school year, the Executive Director and/or the Dean of Curriculum and Instruction will work directly with each teacher to create an Individual Development Plan (IDP) that outlines areas of strength and SMART goals for areas of growth. This IDP will provide a specific plan for support to grow the teacher's capacity and provide benchmarks for improving practice. Members of the leadership team will follow up with each individual teacher as coordinate in the IDP and will oversee the implementation of the support strategies.</p>
Content and Curriculum-Based Professional Development	<p>Many of our curricula selections provide professional development on implementation. When available, leadership will be sent to "train-the-trainer" development conferences and sessions in order to provide in-house development. Likewise, our summer teacher institute allows the time for experts on these materials to provide trainings, and we will seek other high performing schools in our area to partner and cost-share for the positive impact of as many students as possible.</p>

Retention: While recruiting and developing high quality teachers is fundamentally important to the families we will serve and our school community, we must also dedicate intentionality to teacher retention. According to a study on teacher retention in public schools there are three primary levers that affect teacher retention and attrition, "Increasing teacher salaries, providing a supportive environment during the first teaching experience, and scheduling adequate planning

time increased teacher retention.”¹³² Others considerations for increasing teacher retention include: creating a teacher career ladder and providing incentives. In alignment with this research we have:

- Created a career pathway for teachers and financial incentives for those who take on more teacher responsibilities
- Developed a competitive salary schedule
- Constructed a robust professional development and support structure
- Designed an incentive structure that incentivizes teachers who have remained with the school

Figure 1.45: Sample Career Pathway for Teachers



Aurum Prep invests a considerable amount of time and money into each teacher and staff member. In turn, we want to ensure that we are honoring staff members' commitment to education, and thus we have ensured that salaries take into consideration the extended work day and school year. We budget an additional \$1,000 per instructional staff member for professional development, and we provide a well-stocked school with a focus on investment in the classroom. Over time, we will build out our career ladder approach to teacher pay scales, in order to retain and promote exceptional staff members and support the development of their leadership trajectory.

D. School Culture

1. Planned Cultural Values

¹³² Shen, Jianping. "Teacher Retention and Attrition in Public Schools: Evidence From SASS91." *ResearchGate*. The Journal of Educational Research, n.d. Web.

At Aurum Prep, we believe that “**a rigorous and engaging academic program**”¹³³ Our school culture is strongly informed by our values based culture centered in our FIRST Core Values of Focus, Integrity, Respect, Self-Determination, and Team. To realize this culture, informed by our core values Aurum Prep will implement the following:

- Extensive positive behavior intervention system that is restorative justice aligned
- Detailed school wide culture systems that reinforce our school culture
- Character development curriculum that is vertically aligned and culturally relevant
- Real world exposure and enrichment opportunities

1. Systems, Practices, and Traditions to Foster School Culture

Positive Behavior Intervention System: We firmly believe that a well-executed positive behavior intervention system (“PBIS”) is rooted in authentic and positive relationships. We train our staff during our 20-day summer institute on the foundations of establishing authentic and positive relationships. Our training on this subject is rooted in research from the National Education Association which states that positive relationships with students are rooted in the following¹³⁴:

1. Getting to know your students
2. Individualizing
3. Watching what you say
4. Persistence in trying to reach students

We have structurally designed our advisory system to foster positive relationships with teachers in an environment differing from the classroom setting. Our advisories are structured so that students stay with their advisors for the duration of their middle school experiences respectively. This allows for sustained relationships between teachers and students in the building and also for “cross pollination” so that students and teachers know more of one another.

We also have a paycheck system in which students can receive points for exhibiting the FIRST core values. We have clearly spelled out specific ways students can exceed these expectations and earn FIRST Points, just as we have been clear regarding specific violations of these rules and their consequences. The teacher has full discretion to assign a positive or negative FIRST point for additional behaviors as they deem necessary. The following are both intrinsic and extrinsic reasons for students to be invested in our school core values:

1. Intrinsic Motivators

- to be a young adult of exemplary character
- to be successful in school and life
- to receive positive recognition: notes and phone calls home, at community circle, awards, certificates, and stickers, etc.
- to earn respect from teachers, peer, and self
- to be a part of an exciting, achievement-oriented class and school community
- to receive teacher specific intrinsic rewards (i.e. important class jobs)

2. Extrinsic Motivators

¹³³ For more detail on this element, please see pages 41 through 2462 of this document.

¹³⁴ “Building Relationships with Students.” *Rss. National Educators Association*, n.d. Web.
<<http://www.nea.org/tools/29469.htm>>.

- to win the “Building Block Challenge” and receive special awards (the Building Block Challenge is a whole class, school-wide, positive incentive system; the system uses peer-motivation and inter-class competition to encourage students to meet high expectations for preparedness, respect, engagement, and professionalism)
- to be the first class dismissed
- to earn Positive FIRST Points for use at the school store and FIRST Auctions
- to earn special invitations to school reward events
- to earn teacher-specific extrinsic rewards

While some of these might not seem like they will interest students, we believe that each of our students really wants to learn and be successful; some just have not been shown how to yet. We believe that everyone wants positive reinforcement and to feel like they are doing good. Our goal is to help students progressively internalize more positive habits as they advance through grades. Consequently, we have scaffolded our PBIS system to release greater responsibility over to students as they increase in age. For example, in 8th grade we no longer track PREP blocks. Moreover, students will be recognized more independently for their academic growth and absolute academic achievement i.e. students on honor roll or who maintain above a 3.5. We will also increase opportunities for those students who strive and make large academic growth or have high absolute academic achievement will have the opportunity to join clubs such as the National Junior Honor Society.

Every aspect of our PBIS system is embedded within a social justice framework. While all of our staff will be trained on restorative justice practices during our summer institute, we understand that “[r]estorative justice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible.”¹³⁵ Therefore, we will reinforce our restorative justice practices through our weekly PD and ongoing coaching and observation cycles. When breaches occur within our PBIS, we will address them in a restorative manner that allows for reconciliation and for relationships and trust to be restored.

School Wide Culture Systems: We also reinforce our core values and school culture through school wide systems that are reoccurring, ritualized, and predictable. Aurum Prep believes in the power of consistency, habit, and constant improvement over time. Therefore, we have dedicated a great deal of thought to the reoccurring systems and procedures that happen every day in the school and how we can ensure that we are helping are students to execute them at a high level. In alignment with Charles Duhigg, we believe that “[c]hampions don’t do extraordinary things. They do ordinary things, but they do them without thinking, too fast for the other team to react. They follow the habits they’ve learned.”¹³⁶ We will help our students to execute systems that will drive success every day.

Figure 1.46: School Culture Systems and Procedures

SCHOOL-WIDE SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
Breakfast	<ul style="list-style-type: none"> • BB and breakfasts set out at 7:25 by Ops Team 	<ul style="list-style-type: none"> • BB and breakfasts set out at 7:25 by 	<ul style="list-style-type: none"> • BB and breakfasts are not yet set out upon student 	<ul style="list-style-type: none"> • BB and breakfasts are not yet set out upon student

¹³⁵ Zehr, Howard. *The Little Book of Restorative Justice*. Intercourse, PA: Good, 2002. Print.

¹³⁶ Duhigg, Charles. *The Power of Habit: Why We Do What We Do in Life and Business*. New York: Random House, 2012. Print.

	<ul style="list-style-type: none"> Teacher monitors are on time and are actively monitoring Room is silent 95% of students are doing Brain Breakfast or independent reading without reminder 100% of students are seated or moving with permission 90% of students have arrived 5 minutes prior to transition to AM advisory HW collection system runs seamlessly and requires no management from school leaders Systems guarantee that students leave eating area clean 	<p>Ops Team</p> <ul style="list-style-type: none"> Teacher monitors are on time and are mostly actively monitoring Room is silent 90% of students are doing Brain Breakfast or independent reading without reminder 90% of students are seated or moving with permission 85% of students have arrived 5 minutes prior to AM Advisory HW collection system runs seamlessly and requires no management from school leaders Systems guarantee that students leave eating area clean 	<p>arrival at 7:25</p> <ul style="list-style-type: none"> Teacher monitors are late and/or not actively monitoring Frequent reminders must be made to keep the room silent 80% of students are doing Brain Breakfast or independent reading without reminder A significant number of students are moving about the cafeteria without permission 80% of students have arrived 5 minutes prior to AM Advisory HW collection system requires management from school leaders Some students clean up in eating area, but areas are left somewhat messy 	<p>arrival at 7:25</p> <ul style="list-style-type: none"> Teacher monitors are late and are not actively monitoring Frequent reminders must be made to keep the room silent Less than 80% of students are doing Brain Breakfast or independent reading without reminder A significant number of students are moving without permission Less than 80% of students have arrived 5 minutes prior to AM Advisory HW collection system is not in place Eating areas are left messy
Community Circle	<ul style="list-style-type: none"> Circle is organized such that all students can see and actively participate in circle activities. All circle topics address core values, college, or community needs. All students are silent and tracking the speaker. Students are engaged and participate enthusiastically. Leader encourages student participation through relevant questions and/or student presentation. Leader provides opportunity for 	<ul style="list-style-type: none"> Circle is organized such that almost all students can see and actively participate in circle activities. Almost all circle topics address core values, college, or community needs. 95% of students are silent and tracking the speaker. Students are engaged and participate. Leader encourages student participation through relevant 	<ul style="list-style-type: none"> Circle is somewhat unorganized such that some students are unable to see and participate in circle activities. Circle topics may not be connected to core values, college, or community needs. There are some side conversations and not all students are tracking the speaker. Students participate begrudgingly Leader does not encourage student participation with 	<ul style="list-style-type: none"> Circle is poorly organized, limiting students' ability to see and participate in circle activities. Circle topics are not connected to core values, college, or community needs. Side conversations disrupt the flow of Circle Students do not participate. Other adults do not participate. Transitions within circle are almost always noisy and take too long. Leader does not model taxonomy techniques (cold

	<p>teachers to present or give input.</p> <ul style="list-style-type: none"> • All transitions within circles are silent, smooth, and efficient. • Leader always models taxonomy techniques (cold call, CFU, positive framing) 	<p>questions and/or student presentation.</p> <ul style="list-style-type: none"> • Leader provides opportunity for teachers to present or give input. • Transitions within circles are mostly silent, smooth, and efficient. • Leader consistently models taxonomy techniques (cold call, CFU, positive framing) 	<p>questions or student presentation.</p> <ul style="list-style-type: none"> • Leader infrequently opens the floor for other adult voices. • Transitions within circle can be noisy or take too long. • Leader occasionally models taxonomy techniques (cold call, CFU, positive framing) 	<p>call, CFU, positive framing)</p>
Leader Tone	<ul style="list-style-type: none"> • Leaders are always upbeat, motivational, and inspiring. • Positive Framing: leaders narrate the positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students • Leaders are attentive to every detail in school and address those that are out of place immediately. • Leaders carry themselves with confidence and authority so that students are keenly aware of their presence. 	<ul style="list-style-type: none"> • Leaders are most often upbeat, motivational, and inspiring with occasional moments of ineffective tone, language or delivery. • Positive Framing: leaders almost always narrate the positive student behaviors (only rarely calling out the negative) and use praise, challenge and aspiration to motivate the students • Leaders are attentive to most details in school and address those that are out of place quickly. • Leaders carry themselves with confidence and authority so that students are aware of their presence. 	<ul style="list-style-type: none"> • Leaders seem overwhelmed or aloof and only make occasional attempts at being motivated and inspiring • Leaders narrate negative rather than positive behaviors. • Leaders are inconsistent with recognizing details and/or addressing those quickly. • Acts of student misbehavior occur within the presence of the principal. 	<ul style="list-style-type: none"> • Leaders seem overwhelmed, aloof, and does not make occasional attempts at being motivated and inspiring. • Leaders are mostly negative in their interactions with students and teachers • Leaders do not recognize details and/or do not address those quickly. • Acts of student misbehavior occur within the presence of the principal.
Lunch	<ul style="list-style-type: none"> • Lunches are set up beforehand by Operations Manager. • Lunch lines are highly organized 	<ul style="list-style-type: none"> • Lunches are set up beforehand by Operations Manager. 	<ul style="list-style-type: none"> • Lunch is not yet set up when students arrive • Lines are disorganized, 	<ul style="list-style-type: none"> • Lunch is not yet set up when students arrive • Lines are disorganized,

	<p>Teacher monitor completes lunch tracking system</p> <ul style="list-style-type: none"> • Lunch is served within 10 min • Students are seated during lunch according to grade level. • Transition to clean up and dismissal occur with little to no teacher intervention • Students are engaged in polite conversation at a reasonable tone • Students wipe tables, clean up the floor. • Student leaders monitor that clean-up is complete • Students respond immediately to hand clap signaling the end of lunch • Dismissal is complete within 5 min. • No movement without permission. • Teachers are on time for pick-up from lunch • Dismissal is silent. 	<ul style="list-style-type: none"> • Lunch lines are organized with minimal disruptions • Teacher monitor completes lunch tracking system • Lunch is served within 10 min • Students are seated during lunch according to grade level. • Transition to clean up and dismissal occur with little to no teacher intervention • Students are engaged in polite conversation at a reasonable tone • Students wipe tables, clean up the floor. • Student leaders and teachers monitor that clean-up is complete. • Students respond to hand clap signaling the end of lunch • Dismissal is complete within 5 min. • No movement without permission • Teachers are on time for pick-up from lunch • Dismissal is silent. 	<p>making lunch tracking difficult</p> <ul style="list-style-type: none"> • Teacher monitors sometimes complete lunch tracking system • Teachers and leaders have to give frequent reminders for clean-up • Students need frequent reminders to be silent during clean-up/dismissal • Student conversation is either loud or happens at inappropriate times • Hand clap must be repeated in order for students to respond. • After dismissal the cafeteria requires cleaning • Dismissal is complete within 10 minutes. • ES/MS: There is an excess of student movement during lunch • Teachers arrive late for student pick-up • Dismissal is quiet, but not silent. 	<p>making lunch tracking difficult</p> <ul style="list-style-type: none"> • Teacher monitor do not complete lunch tracking system • Students do not clean up on their own • Students need frequent reminders to be silent during clean-up/dismissal • Students do not respond to the hand clap with silence and tracking. • After dismissal the cafeteria requires cleaning • Tone of lunch is loud or students are engaged in inappropriate discussions • There is an excess of student movement during lunch • Teachers arrive late for student pick-up • Dismissal is loud
SCHOOL-WIDE SYSTEMS	Advanced	Proficient	Working Towards	Needs Improvement
FIRST Points	<ul style="list-style-type: none"> • Points taken away appropriately (not extremely) and consistently 	<ul style="list-style-type: none"> • Points taken away appropriately (not extremely) and consistently 	<ul style="list-style-type: none"> • Dollars taken away inappropriately or dollar amounts are 	<ul style="list-style-type: none"> • Dollars taken away inappropriately or dollar amounts are

	<ul style="list-style-type: none"> • A Point monitor has been established for every homeroom who is consistently accurate and honest • Student Point amounts/detention are posted weekly • A system of tracking Points from week to week is in place • Point data is made available to teachers • A system of incentives and rewards has been established for high point earners that is consistently implemented 	<ul style="list-style-type: none"> • A paycheck monitor has been established for every homeroom who is consistently accurate and honest • Student dollar amounts/paycheck detention are posted weekly • A system of tracking paycheck from week to week is in place • A system of incentives and rewards has been established for high paycheck earners 	<ul style="list-style-type: none"> • extreme Teachers rely solely on the paycheck system for management • A paycheck monitor has been established for every homeroom • Frequent errors in paycheck deductions occur • Student dollar amounts/paycheck detention are posted on an inconsistent basis • No system of tracking paycheck amounts has been implemented • No system for paycheck rewards and incentives has been implemented 	<ul style="list-style-type: none"> • extreme Teachers rely solely on the paycheck system for management • Paycheck monitors are not consistent from week • Frequent errors in paycheck deductions occur • Student dollar amounts/paycheck detention are not posted • No system of tracking paycheck amounts has been implemented • No system for paycheck rewards
Dress Code	<ul style="list-style-type: none"> • 100% shirts tucked in • 100% uniform belts, shoes, pants, dresses • 100% student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS • 100% no extras (coats, non-uniform sweaters, etc.) • Uniform discrepancies are identified and acted upon 	<ul style="list-style-type: none"> • 95% shirts tucked in • 95% uniform belts, shoes, pants, dresses • 95% student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS • 95% no extras (coats, non-uniform sweaters, etc.) • Uniform discrepancies are identified and acted upon 	<ul style="list-style-type: none"> • 90% shirts tucked in • 90% uniform belts, shoes, pants, dresses • 90% student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS • 90% no extras (coats, non-uniform sweaters, etc.) • Uniform discrepancies are identified and not acted upon 	<ul style="list-style-type: none"> • Less than 90% shirts tucked in • Less than 90% uniform belts, shoes, pants, dresses • Less than 90% Student jewelry tucked in; no bracelets and small earrings (size of quarter or less)—not DTMS • Less than 90% No extras (coats, non-uniform sweaters, etc.) • Uniform discrepancies are not identified
Common Spaces	Common Spaces: <ul style="list-style-type: none"> • Bulletin boards are attractive and promote student learning and the school's mission • Bulletin boards are updated (student work is no more 3 – 4 weeks old) 	Common Spaces: <ul style="list-style-type: none"> • Bulletin boards are filled and promote student learning and the school's mission • Mostly Clutter-free: almost all 	Common Spaces: <ul style="list-style-type: none"> • Bulletin boards are inconsistently used to promote student learning/mission • Somewhat 	Common Spaces: <ul style="list-style-type: none"> • Bulletin boards are inconsistently used to promote student learning/mission • Somewhat

	<ul style="list-style-type: none"> Clutter-free: bags, coats and other objects have a designated place 	bags, coats and other objects have a designated place	cluttered: some bags, coats and other objects do not have a designated place	cluttered: some bags, coats and other objects do not have a designated place
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Character Development: At Aurum Prep, we place a strong emphasis on character development. During advisory, students will be exposed to a character development curriculum that exposes them to team building exercises and the “7 Habits of Highly Successful Teens” in a manner that aligns with our FIRST core values of Focus, Integrity, Respect, Self-Determination, and Team.

Additionally, our character development program is integrated heavily into our social studies courses and more loosely the other core content areas through interdisciplinary projects. Specifically, as a part of our character development program, students will have to ask and answer “big questions” each semester and aligns with our proposed college trip schedule starting locally with an understanding oneself, then one’s community, and finally the direction forward. We have chosen to integrate culturally relevant curriculum into our academic design in accordance with research that proves that this approach can improve learning outcomes in addition to attendance. “A recent NBER study argues that culturally responsive curricula (also known as ethnic studies) can have major causal effects on outcomes for at-risk minority students... Participating students’ cumulative GPAs jumped by 1.4 grade points, their attendance increased by 21 percent, and they earned twenty-three more credits overall compared to peers just beyond the program’s threshold for inclusion. More impressively, GPA gains were *larger* for boys than for girls, a feat nearly unexampled in recent education reform measures.”¹³⁷ We look forward to working in partnership with the African American Male Achievement office of OUSD to further enhance this culturally responsive character curriculum and learn from their work. Samples of what the culturally responsive curriculum might include are outlined below.

Figure 1.47: Culturally Responsive Character Development

Grade	Big Question	Projects
6	Who Are You?	1st Semester: In this project, students engage in an ancestry and genealogy project in which they research and report out on their family lineage and biological origins. Students trace back their family tree members within their family to learn their family’s history and story. The primary overlap for core content areas are history and science.
		2nd Semester: The second semester project builds on the prior semester. Students write their own autobiography after engaging in a variety of self-exploratory exercises such as the Myers-Briggs assessment. The primary questions students have to answer within the autobiography are: What experiences have most shaped you up to this point? What do you value most? What are your values? Who are your biggest influencers?
7	Who Are We	1st Semester: In this semester, students engage in a community

¹³⁷ Kim, Audrey. “A Culturally Rich Curriculum Can Improve Minority Student Achievement.” *The Thomas B. Fordham Institute* |. Thomas Fordham Institute, n.d. Web. <<http://edexcellence.net/articles/a-culturally-rich-curriculum-can-improve-minority-student-achievement>>.

	(as a school community)?	exploration in which they learn from the surrounding communities' resources, leaders, assets, and needs. Students have the opportunity to visit local community stakeholders, interview, and learn from their wisdom and experience. From this community exploration, students choose a community service project to get involved within the community and serve at least 10 hours from which they report on the experience.
		2nd Semester: In this semester, students compile all of their learning from the previous semester and then, in groups, design a community service project to solve a need within their community that they would like to execute. The best ideas are voted upon by each advisory and students have the opportunity to execute that community service project from a budget. They divide roles within their advisories and write a report on their experience in designing and executing the service project.
8	Who Are We Becoming?	1st Semester: In this semester, students work to develop a project that is most demonstrative of their learning at Aurum Prep thus far. Specifically, they produce the concept, the proposed timeline, resources, and necessary support. Once they have gotten their project approved by their advisors, students begin to actually execute on those projects.
		2nd Semester: In this semester, students report out on the progress and results of their finalized project. They produce an essay on what their most important learnings have been at Aurum Prep and what that means for them going into high school.

3. Extracurricular Activities

Exposure and Enrichment: Aurum Prep is committed to exposing its students to an extensive set of experiences that will both widen and challenge their world view. We have strategically created a sequenced set of field trips that expose students to local, regional, and national colleges and parks. Moreover, Aurum offers a variety of extracurricular activities. The extracurricular activities, specifically, basketball, soccer, and theatre, are designed in year one to be run by teachers at a stipend price of \$1,500 per afterschool activity. In year two, we plan to partner with Love Learn Success to provide extracurricular support. We anticipate a cost of \$6,000 in addition to two teacher coaches at a rate of \$1,500 per activity. These costs would continue to be reflected in eighth grade and expand at a rate consistent with the available offerings of activities. We do not anticipate that student organizations will cost any additional funds to run as teachers will opt into these and they will operate primarily during the school day.

Figure 1.48: Extracurricular and Enrichment Course of Study, Middle School

	6 th Grade	7 th Grade	8 th Grade
Extracurricular	Theatre	Art Theatre	Art Music Theatre
Athletics	Basketball Soccer	Basketball Soccer	Basketball Soccer

			Track
Student Organizations	Student Government	Student Government	Student Government National Jr. Honor Society

E. Student Recruitment and Enrollment

1. Recruitment of Students

Aurum Prep will utilize a variety of community outreach efforts to ensure we are able to recruit and exceed our enrollment targets annually. We will provide a strong educational option within the target community for underserved children and underrepresented populations. We have tailored our recruitment strategy to match this criterion.

In partnership with our Family Advisory Council (FAC) and several other community partners, we have identified a variety of recruitment strategies, including but not limited to: canvassing, information sessions, tabling at strategic locations within the community, online marketing, and word of mouth via our FAC.

Figure 1.49: Student Recruitment Strategy

Task / Planning / Timeline	ED	OM	Board	Back Office	Consultant	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017
Student Recruitment & Admissions																					
Draft recruitment plan	P					C															
Have Family Advisory Council refine recruitment plan and assist in outreach	P																				
Design marketing materials (flyers/door signs/etc.)	P																				
Design and launch website	S				P																
Promote radio ads																					
Door to Door Canvassing	P		S																		
Post flyers and leaflets in community	P		S																		
Post flyer on website	P				S																
Identify community orgs to help w/ awareness	P		S																		
Work with community orgs to generate awareness	P		S																		
Broaden recruitment efforts (advertisements, etc.)	P				S																
Claim all social media accounts on behalf of Aurum Prep	P																				
Purchase student recruitment materials i.e. table, banners, pens etc.																					
Develop communications	P				C																

Figure 1.50: Student Recruitment Narrative

Back to School Community Building October 2016	Lead Founder and proposed Executive Director David Hardin will network with neighborhood pastors and community leaders in order to speak with parents about the benefits of Aurum Prep.
Radio Spots July 2016 – September 2017	Aurum Prep will use radio ads from October 2016 to December 2016 to promote the school and recruit families and will continue through September, 2017. In September of 2016, Mr. Hardin will formalize the relationship between local radio stations, such as Youth Radio and 106 KMEL, and Aurum Prep.
Community Listening Session November 2016	Aurum Prep Board members will host a community listening session to (1) inform parents and the community of our vision and (2) address questions, comments, or concerns about the opening of Aurum Prep.
Door to Door - February 2017	Proposed Executive Director David Hardin and the Board of Directors will walk a three-mile radius of the school to knock on every door to inform the public of the proposed new school.
Paper Application Instructions - February 2017	All pertinent information to enrolling students in Aurum Prep will be sent out to parents in the three-mile radius of the school along with to parents that have met the founding team and Board of Directors at previous Aurum Prep recruitment events.
Open House March 2017	Aurum Prep will host a weekly Open House to invite the public into the school and to assist any parents that need help completing the application.
Parent Orientation August 2017	Parent Orientation will take place in August. Students will receive a summer homework packet to be completed and returned on the first day of school. During the day, students will be tested to determine their reading level while parents will attend Parent Orientation hosted by proposed Executive Director David Hardin.

2. Admission Process

At Aurum Prep, we are committed to serving all children and especially those who reside in the surrounding communities of Cox, Webster, Ivywood, Foothill Square, Castlemont, and Elmhurst. As a result, our recruitment efforts will heavily target those communities. We do not discriminate upon the basis of race, sex, gender, sexual orientation, ability, religion, or ethnicity or any other protected status. All families will be required to complete an application form that only requests information pertaining to the student's name, grade, sex, and contact information. Aurum Prep does not discriminate in its admission and enrollment practices against students having or suspected to have disabilities. All applications must be received by March 15. If we receive more applications to our school than we have seats available, we will conduct a lottery. The lottery will be held and conducted by an objective and uninterested third party in the spring. All students not drawn during the lottery will go onto a waiting list in chronological order. After the founding year, applications will be available starting in August. We have two preferences at Aurum Prep which include Founding Parent Preference and Sibling Preference. More details about our preference policy and our enrollment process can be found in **Element 8**.

3. Community Outreach: Families in Poverty, Subgroups, and Students At Risk

Aurum Prep is committed to serving at risk students including those who are growing up in poverty or experiencing academic challenge. Moreover, we will actively recruit students with disabilities or those who may be linguistically diverse. We have intentionally secured community partners and designed our academic program and recruitment process to address the needs of these populations. Methods to increase recruitment of students, including students at risk, with special needs, or who are linguistically diverse for enrollment include:

- Announcements direct mailed to families in neighboring elementary and middle schools
- Flyers distributed throughout the local community that welcome students with special needs
- Partnerships with surrounding elementary schools and churches
- Community meetings open to all interested parents and community members that include presentations of services for EL and special education students
- Local newspaper announcements
- Open House at the school site prior to the opening of school
- Meetings, materials, communications provided in English and in Spanish

We will work through our Family Advisory Council and a translator to ensure that we are able to translate and effectively reach out to linguistically diverse families. We will work closely with the community to achieve a racial and ethnic balance in the school that is reflective of the proposed school neighborhood. At the time of this document, our target community and the Oakland Public Schools district is majority African-American and Latino community, so the proposed school will reflect that demographic. For more information, please see Element 7: Means to Achieve Racial & Ethnic Balance.¹³⁸ Our mission to put students on a path to college is explicitly for those students with limited options for high-quality schools.

4. Target Re-Enrollment Each Year

Our target reenrollment rate every year is 90%.

5. Student Recruitment After Year One: Strategies, Activities, Events, Roles, Benchmarks

Once our school is operational, the majority of the student recruitment work will be delegated to the Operations Manager and the Operations Associate (in year 1 and year 2) in coordination with our Family Advisory Committee (FAC). In year 3, it is our intent to hire a Dean of Recruitment. The Dean of Recruitment will refine, formalize, and execute our student recruitment strategy outlined in **Figure 1.49** and any iterations we make to it through continued learning. Many of the strategies for student outreach will remain the same as in our first operational year. However, we anticipate that our learnings from our first year of operation would inform the best community partners with whom to partner and also which types of strategies i.e. radio, website/online marketing, etc., yield the most awareness and applicants.

F. Student Engagement and Satisfaction

1. Attendance

¹³⁸ For more detail on this element, please see pages 217 and 219 of this document.

In order for students to be successful at Aurum Prep and in order for academic deficiencies to be closed, attendance must be a priority. Research demonstrates that habitual truancy is highly correlated with low academic performance.¹³⁹ Aurum Prep's attendance policy is modeled after proven methods for ensuring high levels of school attendance and thereby protecting the academic integrity of the school and the success of all students. Our goal for attendance is 95% each year and at all grade levels. We will track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any student's academic progress. The school's governing Board will adopt a clear, objective promotion policy based on these principles. School leaders and staff will communicate this policy proactively to students and families and will uphold and implement the policy fairly and consistently.

Our attendance policy and attendance goal requires that we communicate frequently with parents and families. Specifically, parents and family members receive family friendly bi-weekly reports which includes attendance data. Families will be called by the Operations Associate the day of an unexcused absence. The Operations Associate will be responsible for keeping track of attendance and communicating/having conversations with families promptly about attendance.

2. Monitoring and Addressing Chronic Absence

Aurum Prep will communicate proactively to students and families and will uphold and implement the policy fairly and consistently. We will speak with our families at multiple points about our attendance policy including during: Home Visits, Family Orientations, Parent Conferences, etc. Our school's culture and PBIS system will help to maintain a high level of attendance. We will incentivize strong attendance in the middle school with events such as the attendANCE and field trips, which provide extrinsic motivation to maintain high levels of attendance in addition to intrinsic motivations.

A student may be retained if he or she misses more than 12 days in a school year. We will consider each attendance case individually, ensuring full protection and consideration of students with extended illness or other extenuating circumstances. Cases where a student demonstrates sufficient academic progress despite excessive absences are unlikely to be retained. The school's governing Board will adopt a clear, objective promotion policy based on the above attendance standards. If we do not reach our attendance goals, our school leadership team will form an attendance working committee to work with a team of parents, students, and teachers to form a strategy to address and resolve the issue.

3. Drop-Out Recovery and Persistence Plans

Our Risk Team, consisting of the Executive Director, Dean of Students, Operations Associate, and Student Supports Coordinator will assess students that are struggling to find success at Aurum Prep. The purpose of the Risk Team will be to identify, work through, and resolve issues preventing subsections of students from thriving at Aurum Prep. In accordance with Credit Recovery Policy, we will work closely with students to ensure that they do not drop out and can find pathways to complete their graduation requirements.

G. Community School: Ongoing Family Involvement & Satisfaction

¹³⁹ "Save A Life, Keep A Kid In School." *Issue*.

http://issuu.com/news_review/docs/snr_truancy_en?viewMode=magazine&mode=embed.

1. Partnerships

We are joined by a wide array of supporters, all of whom share our vision and with whom we will work to provide in kind or for fee services to support our community-building goals within the school. **Figure 1.51** details a list of potential partnerships. Each organization with an asterisks by its name has provided a letter of support within **Appendix N**.

Figure 1.51: Potential Partnerships

ORGANIZATIONS	POTENTIAL PARTNERSHIPS	IN KIND/FOR FEE
Act Full Gospel*	Community Service Projects	In Kind
Boys and Girls Club of Oakland	Community Service Projects	In Kind
Cox Academy	Community Service Projects	In Kind
Educate78	Teaching Fellows, New Hires, Campus Visits	In Kind
Love Learn Success	After school extracurricular and enrichment	Fee
Play Works	After school sports and PE	In Kind and For Fee
Oakland Leaf*	After school extracurricular and enrichment	For Fee
Oakland Parents Together	Parent Advocacy and Leadership	In Kind
Teach For America (Oakland)	Teaching Fellows, New Hires, Campus Visits	For Fee
Youth Uprising	Community Service Projects	In Kind
Global Citizen Year	Travel abroad	Fee
Network for Teaching Entrepreneurship	Entrepreneurship pathway	In Kind and For Fee
Seneca Family of Agencies*	Servicing students with disabilities and training staff on "All In" model	For Fee
Inner Explorer	Mindfulness training and curriculum	In Kind
New Leaders for New Schools*	New Hires and training	Fee
Level The Playing Field Institute*	Mentors and Computer Science Curriculum	In Kind
Alpha Phi Alpha- Gamma Phi Lambda Chapter	Mentors	In Kind

2. Engaging Families in School's Culture

Aurum Prep believes in **"involved and engaged community partners"**¹⁴⁰; therefore, we involve parents and families in the school through three primary ways, our family investment strategies, our Family Advisory Council, and ongoing meetings such as Home Visits and Cafecitos.

Family Investment: We are committed to working with families. We know that when schools and families are aligned, students benefit. Many tensions between schools and families come from a lack of communication on the part of the school and/or a lack of buy-in from families. To invest families, we will do the following:

- Make Home Visits each year with every new family
- Call all families in the first week of school with a second welcome and positive report
- Send home an introduction letter to all new and returning families
- Make clear to families the progress you expect and achieve in class in all communication.
- Ask families to fill out a semi-annual family surveys
- Make regular, proactive contact – at least once every other week from advisors to home
- Make individual ways to share student progress

¹⁴⁰ For more detail on this element, please see pages 41 through 2462 of this document.

Other key aspects to investing our families are **Home Visits**, **Cafecitos**, and the **Student and Family Handbook**. Each is explained in detail below:

- **Home Visits:** Prior to the start of the school year, Home Visits will be scheduled for all new Aurum Prep students and families. At these individual meetings, invitational and not required, school leaders and advisors will meet with students and family members to review the Student & Family Handbook, which again lays out the school's promotion and graduation requirements as well as expectations regarding attendance, punctuality, homework, and parent communication (daily homework tracker, daily character reflection, biweekly academic progress report, biweekly phone call home, etc.). We will work proactively to involve as many families as possible in this process, with the goal of meeting with 100% of new families, however, parent participation will never be a condition of enrollment at Aurum Prep. During this meeting, the Executive Director or advisor will take the opportunity to conference with the student and family individually to discuss the student's academic and personal goals, their personal analysis of his/her academic and character strengths and areas for growth, and the school's behavior expectations and discipline plan. The tone of this meeting will be both celebratory and serious. The Executive Director or advisor will congratulate the student and family on committing to the rigorous academic challenges of the ensuing year; they will also describe the communication milestones and intensive support that the student and family will receive if the student is struggling.
- **Cafecitos:** Approximately once per month, Aurum Prep will hold Cafecitos that all parents and community members will be welcome to attend to provide an informal venue for discussion. Topics for discussion or presentation will include school-wide topics of interest related to achieving the goals of Aurum Prep and its students. Meetings will be attended by the Principal(s) and/or Executive Director and co-facilitated by Family Advisory Council members and school staff.
- **Students and Family Handbook:** We understand the importance of alignment within the school community in order to achieve our mission of educating every student for college. This mission can be achieved when students, families, and school staff are all actively involved in education and working to meet the school's cultural and curricular expectations. We are all stakeholders with the responsibility of promoting student learning and, as educational partners, we value each person's contribution to our school community.

Student Investment¹⁴¹: Aurum Prep believes that school should be a place that students are excited to attend. For this reason, we work strategically and intentionally to create a school culture that is inspiring, uplifting, and exciting while promoting our college preparatory focus. Below are the ways in which we will enhance learning and ensure student satisfaction with our school:

- Annual Student Orientations
- Annual Home Visits
- Weekly Behavior Log
- Regular Exposure / Field Trips

¹⁴¹ A full Student and Family Handbook can be submitted upon request.

- Daily Morning Meetings
- Weekly Community Circles
- Weekly Grade Level Prizes
- Frequent Homeroom Prizes
- Monthly Student Feedback Surveys

H. Special Populations: Identification, Remediation, & Acceleration

Special Education

As part of our mission to provide a college preparatory education to all students, Aurum Prep ensures that all students receive robust support within the school community in order for them to excel and meet high academic performance standards – fulfilling the dreams and ambitions of their families and the community. We believe that a high quality public education involves ensuring that all students, including those with diverse educational needs, are able to access and engage in a rigorous, college preparatory curriculum and are able to reach their fullest potential.

In serving students identified as having disabilities under the law or whom we suspect may have such disabilities, Aurum Prep provides a Free and Appropriate Public Education (FAPE) and complies with all applicable state and federal statutes, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We educate students with disabilities in the least restrictive environment (LRE) with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP). We protect the privacy of our students and families in accordance with the Family Education Right to Privacy Act (FERPA). Aurum Prep does not discriminate in its admission and enrollment practices against students having or suspected to have disabilities. All student subgroups will be monitored by the SSC, Executive Director and the Academic Achievement Committee of the Board of Directors in addition to the full Board. Monthly, the full Board will review the Academic Dashboard, which compiles the subgroup data from state assessments, NWEA MAP, and interim assessments.

The guiding philosophy at Aurum Prep is that all students can succeed with the right supports. We actualize our philosophy by minimizing the impact of a student's disability while maximizing his or her access to support services and the college-preparatory general curriculum. We strive to provide the greatest amount of accommodations possible – to maximize the fullest access and success of every student, and fulfilling all requirements of each IEP. Per Federal Law, all students with disabilities will be fully integrated into the programs of Aurum Preparatory Academy, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending Aurum Preparatory Academy is properly identified, assessed and provided with necessary services and supports.

Aurum Prep will make staffing decisions that provide the best and necessary supports for all of our learners. In our first year of operation, we will hire a Student Support Coordinator (SSC), a full time licensed special education teacher, and at least one certified Cross-cultural, Language and Academic Development (CLAD) certified teacher. In addition, we anticipate partnering with Seneca: Family of Agencies (which has helped to implement successful special education services for a variety of local schools) to be able to provide a wide range of services for our students

diagnosed with mild, moderate, and severe disabilities. The school's Student Support Coordinator (SSC) will be the administrator charged with coordinating and monitoring the school's special education programming and performance. Specifically, the SSC will:

- Participate in engagement of qualified and as appropriate licensed personnel to compose multidisciplinary teams which will conduct special education assessments and evaluations.
- Ensure all services are provided in direct accordance with each student's IEP in as efficient and effective manner as possible. This extends to ensuring any subsequent reevaluations are performed, all required services are being provided, and all IEPs are appropriate.
- Train and support instructional staff on issues relevant to special education.
- Ensure all special education reporting requirements are met.
- Retain, monitor, and secure all relevant data in a confidential manner within strict compliance with prevailing federal and state laws.

Search and Serve

Upon the commencement of Aurum Prep's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty, SSC, and Executive Director, Aurum Prep will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. SSC, Executive Director, and faculty will then convene the Student Success Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Success Team composed of the student, the student's parent or guardian, the SSC, Executive Director, and an Aurum Prep faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. Aurum Prep may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

1. Identification and Avoiding Misidentification

Upon enrollment at Aurum Prep and after engaging with the common enrollment process, if applicable, we will conduct intake activities, which include Home Visits with families. During these intake activities, one of the issues that will be discussed will be whether or not the enrolling student has an existing Individualized Education Plan (IEP).

To identify students with exceptionalities who do not have an existing IEP and also prevent

misidentification of students, the Student Support Coordinator (SSC) and others, as appropriate, will train all teachers and administrators to carefully monitor individual student performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of student-level performance data. The SSC will hold a formal annual training for all staff at the beginning of each school year during staff orientation to review specific tips and guidelines for the determination of student eligibility for special educational services. The SSC will have ongoing informal professional contact and communication with Aurum Prep teachers and administrators to provide ongoing counseling and advice regarding the proper identification of all potential student exceptionalities. We will establish clear systems to facilitate a productive working relationship between general education teachers and special education teachers, as cross-communication among all staff members is critical to efficient and accurate identification of students with exceptionalities. For example, our weekly team level and whole-school teacher meetings will allow teachers and administrators, with guidance from the SSC, to monitor, discuss, and remain updated on the academic, social, and emotional progress of each student. If it becomes clear that a student is not meeting the appropriate expectations of academic or social progress, we will interpret this as an important indicator of a potential larger issue and move to address the potential issue as quickly as possible.

Throughout the school year, our frequent internal assessment program will provide an efficient means to accurately identify students who are struggling academically. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Executive Director, Student Support Coordinator, and Grade Level Chairs will monitor student assessment data at regular intervals, allowing struggling students to be identified quickly. If a student is not making sufficient academic progress, the Student Support Coordinator, in consultation with the Grade Level Chair, and Seneca Family of Agencies, will develop a pre-referral strategy using the Response to Intervention (RTI) model that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

Evaluating Students with Special Needs: If the RTI process pre-referral strategies are unsuccessful and the student is not progressing academically, and classroom teachers or special education faculty believe a disability may exist, the student will be referred, in writing, to the SSC for individual evaluation and determination of eligibility for special education programs and services in consultation with Seneca Family of Agencies to prevent misidentification. Any professional faculty member of Aurum Prep may make referrals. Such referrals will:

1. state the reasons for the referral and include any test results, records or reports upon which the referral is based;
2. describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose; and
3. describe the extent of parental contact or involvement prior to the referral.

A copy of such referral along with the procedural safeguards notice will be sent to the student's parents. The Student Support Coordinator and the Dean of Curriculum and Instruction convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such

testing. Parents or guardians of students with IEP's at Aurum Preparatory Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the OUSD and Aurum Preparatory Academy shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that OUSD determines that legal representation is needed, the Aurum Preparatory Academy agrees that it shall be jointly represented by legal counsel of the OUSD's choosing.

So long as Aurum Preparatory Academy operates as a school of the authorizer for special education purposes, OUSD may initiate a due process hearing or request for mediation with respect to a student enrolled in Aurum Preparatory Academy if the authorizer determines such action is legally necessary or advisable. Aurum Preparatory Academy agrees to cooperate fully with the Authorizer in such a proceeding.

So long as Aurum Preparatory Academy operates as a school of the District for purposes of special education, Aurum Preparatory Academy understands that the Authorizer shall have sole discretion to settle any matter in mediation or due process. The Authorizer shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights. Parents or guardians also have the right to file a complaint with OUSD and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

If a parent or guardian of an Aurum Prep student provides written consent, then Aurum Prep will conduct such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the Student Support Coordinator, the student's teacher(s), and other appropriate staff. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP will be developed. With written parental consent and support, Aurum Prep will re-evaluate students and consider revising an IEP if we do not believe that the current IEP allows the student free and appropriate public education in the least restrictive environment. Each IEP will be reviewed at least once each school year and each student will be re-evaluated at least every three years.

If a student enrolls at Aurum Preparatory Academy with an existing IEP, Aurum Preparatory Academy will notify the Oakland Unified School District and/or SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the students present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP,

Aurum Preparatory Academy shall work with the Oakland Unified School District and/or SELPA to implement the existing IEP at Aurum Preparatory Academy or as otherwise agreed by the parent/guardian.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Aurum Preparatory Academy will utilize the Notice of Procedural Safeguards used by OUSD or SELPA in which it is a member.

We remain vigilant about student growth so that we are ensuring that our support is appropriate to meet required needs. We also are committed to ensuring that we avoid misidentifying students through our multistep process that ensures that multiple stakeholders at home and in the school are fully informed of progress of any child. This process includes:

- Fully certified and trained Student Support Coordinator who reviews all IEPs
- Partnership with Seneca Family of Agencies and adoption of the Unconditional Education model
- Annual staff training on inclusive techniques such as LRE and Unconditional Education
- Pre-referral strategies aligned to the personalized needs of students
- Ongoing Student Success and Risk Team meetings that assess the progress of student subgroups and individual students
- Frequent communication with parents and families on the progress of their child
- Annual reviews of every IEP

Section 504: Aurum Prep shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Aurum Prep recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Aurum Prep. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student, a qualified staff member, SSC, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific

purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers, SSC, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Development and Implementation of an IEP

Aurum Preparatory Academy, in collaboration with OUSD or SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. Aurum Prep will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal and or Executive Director;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- An OUSD or SELPA Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. Aurum Preparatory Academy views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and OUSD or SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by Aurum Preparatory Academy, in cooperation with OUSD or SELPA in which Aurum Prep is a member. Upon the parent or guardian's written consent, the IEP will be implemented by Aurum Prep. The IEP will include all required components and be written on OUSD or SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;

- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When Aurum Preparatory Academy seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

Aurum Preparatory Academy will work with Oakland Unified School District and/or SELPA to make time and facilities available to meet the needs of the student's IEP. Aurum Preparatory Academy will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the Oakland Unified School District, where applicable.

Aurum Preparatory Academy will meet all the requirements mandated within a student's Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, the school will work with Oakland Unified School District and/or SELPA to provide an appropriate placement and services.

Reporting

Aurum Preparatory Academy, in collaboration with OUSD, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from Aurum Prep of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Aurum Prep Students Support Coordinator. The SSC will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Executive Director before year 3 and Principal afterwards will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

2. Professional Development

Professional Development of Faculty: Annual professional training and development for faculty involved with the education of students with disabilities will include: the referral process to the Student Support Coordinator; development of a student's IEP; implementation of a student's IEP; evaluation of a student's progress toward meeting IEP goals and objectives; adherence to required reporting to parents; and discipline of students with disabilities. Annual training in the summer institute for teachers includes specific focus on supporting our special education students, and ongoing weekly faculty development will support teachers who are providing accommodations and modifications for students' IEP goals. Our Risk Team, consisting of the Executive Director, Dean of Students, Operations Associate, and the Student Support Coordinator will evaluate what ongoing professional development our general education teachers will need in order to effectively provide instruction that meets the needs of all of our students. Ongoing professional development will occur during our weekly Wednesday shortened day and through weekly individualized coaching sessions for all of our teachers.

Staffing: We believe that all students, regardless of ability, can learn at high levels if provided with the appropriate support in an inclusion model. In support of our mission to serve students with disabilities, Aurum Prep will comply with all relevant state and federal statutes including Title II of the Americans with Disabilities Act of 1990, IDEA, and Section 504 of the Rehabilitation Act of 1973. To the greatest extent possible, Aurum Prep educates disabled students alongside their nondisabled peers in the regular education classroom, and only removes them from the classroom as the severity of their disability requires. Aurum Prep does not discriminate in its admission and enrollment practices against students suspected of having or having disabilities.

Aurum Prep will hire at least one full-time special education certified professional to serve as our Student Support Coordinator (SSC) in our first year of operation. This individual will oversee learning interventions and supports for all students, including those with disabilities. The SSC will work closely with the Executive Director, and other school leaders as hired over time, and coordinates with any outside resources (Seneca, speech therapist, counselors, etc.) as required by IEPs. For each student referred as a child with a disability and eligible for special education services, Aurum Prep will appoint an IEP team consisting of the school's Student Support Coordinator, faculty member(s) who teach the student, special education teacher, and the student's parent(s)/guardian(s).

Each year, this IEP team will develop a special education plan that demonstrates appropriate staffing levels and an integrated comprehensive services approach to serving our students with special needs. Though the school's preference is always to limit the impact of disability on a student's academic experience while maximizing their educational opportunities in the mainstream

program, the school is committed to hiring, as needed, any providers of speech language, occupational, physical, or other therapy who can work with students to ensure their success at the school.

Aurum Prep believes that frequent and consistent parental communication is critical to ensuring the student's progress and that parents should be empowered to support the work of the school and the success of their student to the greatest extent possible. During the school's various intake activities, staff will devote special attention to ensuring that families are made aware of the school's expectations around parental involvement and understand the school's philosophy of special education. Beyond that, the Student Support Coordinator (SSC) will make every effort to ensure that one or both of a special education student's parents is present at every IEP meeting. This includes providing at least one week's written notice before scheduling an IEP meeting. Should parents be unable or unwilling to attend an IEP meeting, the school will move forward with the meeting, but the SSC will retain written records of the school's attempts to set an IEP meeting with parents at a mutually agreeable time and place. Parents of students with exceptionalities will receive regular reports of student progress in the general education program and towards IEP objectives through the school-wide monitoring and reporting process. This will include trimester parent-teacher conferences and report cards. The SSC will make special phone calls home on a regular basis, no less than twice per month and at the same frequency as provided to families whose students are not receiving special education services, to update parent(s) on a special education student's academic and behavioral performance in the regular education performance, including updates of actual performance against benchmark goals set in the student's IEP, when applicable.

Parental involvement is an integral part of Aurum Prep's educational program for every child, and students with exceptionalities will receive priority attention from all staff to go above and beyond the school's standard expectations and policies for involvement of every child's parents or legal guardians.

3. SELPA Membership

Aurum Preparatory Academy shall initially remain, by default, a public school of Oakland Unified School District for purposes of special education, pursuant to Education Code Section 47641(b). However, Aurum Preparatory Academy reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as Aurum Preparatory Academy operates as a public school of the Oakland Unified School District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Oakland Unified School District will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide Aurum Preparatory Academy with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. Aurum Preparatory Academy reserves the right to contract with agencies and vendors outside the authorizer when appropriate

to secure special education services, including administrative support services.

Aurum Preparatory Academy anticipates that a Memorandum of Understanding ("MOU") will be developed between the school and Oakland Unified School District, which shall delineate the respective responsibilities of Aurum Preparatory Academy and Oakland Unified School District with regard to the funding and delivery of special education and related services."

Response to Intervention

Aurum Prep is committed to providing a high quality Response to Intervention (RTI) program that meets the needs of all of its students. As described in the assessment section of this petition, every six (6) weeks our school will assess all students through interim assessments. We also will conduct full length data days in alignment with our interim assessments during which we will assess the progress we have made with students and all subgroups of students and learners. Along with analyzing academic data, we also will assess the behavioral and social emotional needs of our students. Our data days will also provide for our rigorous and thorough analysis that allows our staff to make the appropriate adjustments and accommodations for students to thrive at Aurum Prep. In order to comply with Child Find requirements as specified by law, Aurum Preparatory Academy will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. Our RTI process will lead primarily by our SSC and our Student Success Team.

1. Implementing the RTI Process

Student Success Team: Aurum Prep's Student Success Team (SST) is designed to ensure that we are providing the proper interventions for every student's learning and also accommodating the needs of their personalized learning plans. The SST consists of the Student Support Coordinator, Dean of Curriculum and Instruction (after year 2), the Executive Director (before year 3), grade level chairs, the parent/guardian, and any outside contracted workers. The SST will meet on a weekly basis and evaluate data, discuss teacher and student referrals, and match students to the proper support services. This team will evaluate the efficacy of interventions on a weekly and six-week cycle in alignment with our interim assessment cycles. Our guiding philosophy to maintain transparency with parents and families in order to ensure the most effective partnership. Our SST meetings will include the following steps:

1. Team members introduce themselves and their roles.
2. Purpose and process of the meeting are stated.
3. Timekeeper is appointed.
4. Strengths are identified.
5. Concerns are discussed, clarified and listed.
6. Pertinent information and accommodations are listed.
7. Concerns are synthesized with one or two chosen for focus.
8. Strategies to address concerns are brainstormed.
9. Team chooses best strategies to carry into actions.
10. Individuals make commitments to actions.
11. Person responsible and timelines for actions are recorded.
12. Follow-up date is set.

2. Specific Interventions

Our Student Success Team is established for the purpose of ensuring that we provide the proper supports for all students and ensure that our interventions for students are appropriate and effective. In order to provide targeted and differentiated supports to our students, we will provide three tiers of intervention and support in accordance with a students' needs and in alignment with successfully implemented RTI programs that Seneca has worked with:

- **Tier 1 prevention:** high quality core instruction that meets the needs of most students across and in alignment with our curricular design
- **Tier 2 prevention:** evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students across and in alignment with our curricular design
- **Tier 3 prevention:** individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention across and in alignment with our curricular design

Figure 1.52: Unconditional Education Model for Successful Student Intervention

	Academic	Behavioral	Social Emotional
Tier 1	Rigorous Curriculum delivered through Highly Differentiated Instructional Methods	Classroom and School-wide Positive Behavior Interventions and Supports	School-wide Social Emotional Curriculum and Positive School Climate
Tier 2	Academic Intervention	Behavior Support Planning (BSP) and Case Management	Social Skills and Therapy Groups
Tier 3	Special Education and Related Services	Behavior Intervention Planning (BIP) and Case Management	Individual and Family Therapy

Our RTI is structured in alignment with the Unconditional Education Model to ensure that students get more extensive and targeted interventions at each stage within the process. At Tier 1, most services are delivered by the general education teacher. At Tiers 2 and 3, the SST along with any outside partners would collaborate to develop plans that would provide supports to students in addition to strategies that have been implemented in Tier 1. Students who do not respond well to Tier 2 interventions are considered to receive Tier 3 interventions.

Figure 1.53: Academic Interventions

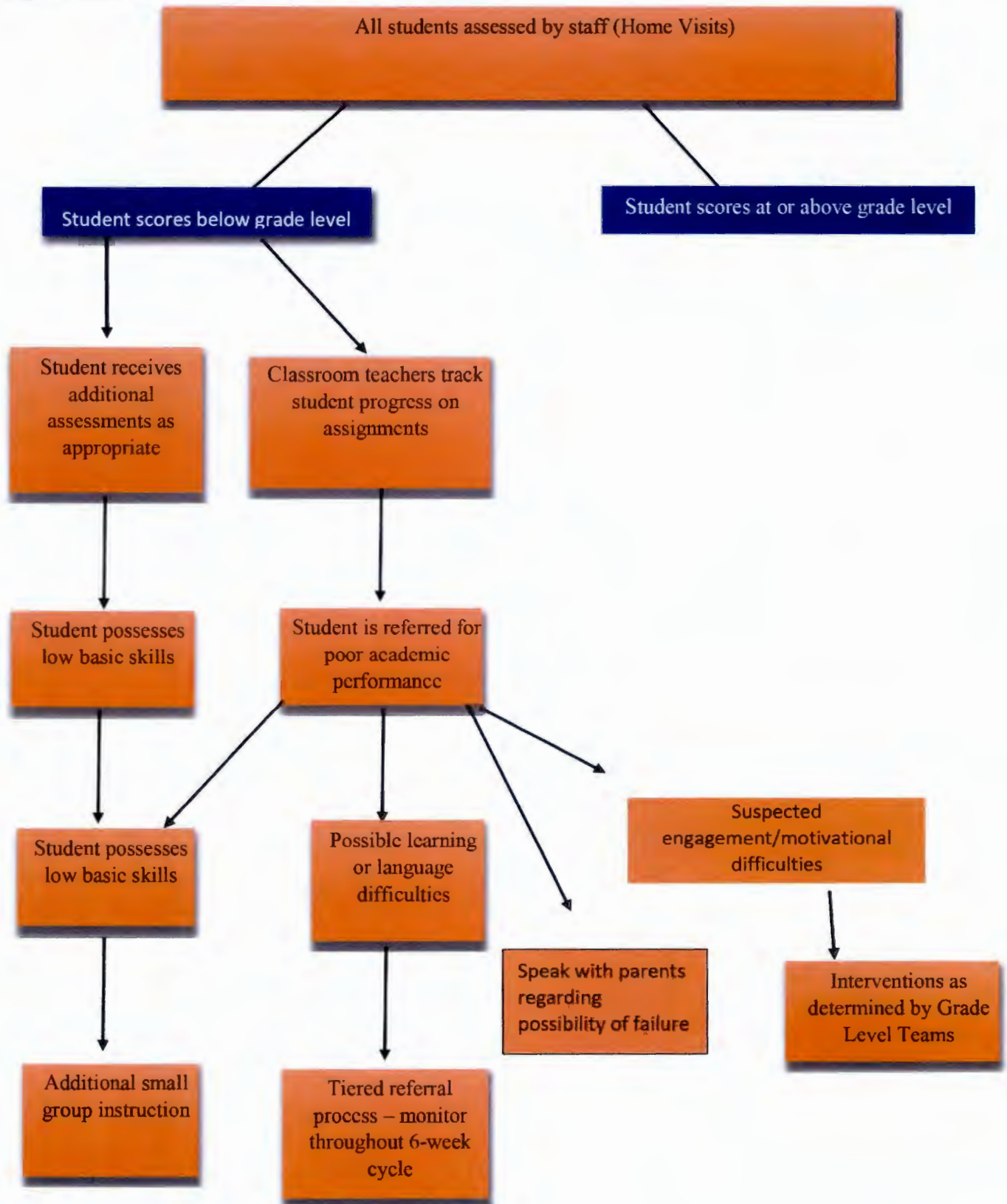


Figure 1.54: Behavioral and Emotional Interventions

Tier Level	Behavioral Intervention	Social-Emotional Intervention
Tier 1	Our PBIS system is cultivated and developed by our culture team. During summer institute our school wide behavioral expectations are taught to staff and to students and families at orientation. They also in partnership with student leader identify student incentives and our FIRST point tracking system. Consistent behavioral referrals will be evaluated by the SST team and discipline data will be tracked.	In partnership with Seneca, leadership will identify and prioritize areas based off of staff, family, and student survey results. Once priority areas are determined then the appropriate changes may be made which include responsive character development practices or conflict resolution strategies in alignment with Aurum Prep's school culture.
Tier 2	The SST team will evaluate what constitutes movement into the second tier. They will develop individualized behavioral support plans for students who need more intensive support. These plans would be evaluated after six weeks and students would either return to Tier 1 or move to Tier 3.	The SST will evaluate what constitutes movement into Tier 2. We may draw data from referrals, attendance, merit and demerit trends, and evaluations from Seneca. We will work with Seneca and our therapists to determine the appropriate social emotional supports which may include mindfulness training and a variety of therapies.
Tier 3	The SST team will work to develop a Restorative Behavioral Plan (RBP). A RBP will work intensively with students to reinforce and reteach positive behaviors. The RBP is executed by the SST and is in conjunction with the individualized behavioral support plan.	Tier 3 may include direct support from a licensed clinical professional. These licensed professionals will work with families to determine the manner in which they can provide the best supports.

Gifted/Talented Students & Academically Advanced Students

Aurum Prep is committed to providing the proper amount of rigor for all of its students, including those who are exceeding their grade level academically. We address most needs of gifted and talented students through differentiated classroom instruction and personalized learning. We will provide expanded opportunities for our gifted and talented students to engage with rigorous material that matches their capabilities through scaffolded curriculum, adaptive software, and leadership opportunities. Our curricular design allows for talented and gifted student to access the most rigorous material through a variety of means, including but not limited to: AP course offerings, Focus periods, an accelerated mathematics pathway, after school and Saturday School

Aurum Prep is committed to providing professional development that ensures that our teachers are able to appropriately differentiate instruction and accommodate the individualized needs of all students. Our staff will also be trained on how to assist student learning through the use of software. We are committed to communicating with parents to ensure that they are fully informed on the educational methods and strategies implemented with their children.

1. Identification

The identification process as stated below will be based on consistent demonstration of advanced performance beyond what is expected for students earning an A on our grading scale and on student work and assessments in addition to criteria described below, beginning with a referral by the

student's teacher or parent/guardian (after consulting with the teacher). A Student Success Team (SST) will gather documentation including any standardized test scores, cumulative records, and report cards from the teachers and parents. The SST will make a preliminary recommendation for consideration on the eligibility of the student to the Executive Director or Principal (as hired). When such a recommendation is made by the SST, the parent/guardian will be notified, in writing, of the student's eligibility. The recommendation will be forwarded to a qualified provider for intellectual ability testing, for high achievement or specific ability designation. Students who meet the eligibility criteria described below will be classified as gifted and talented, and receive support as described below.

The SST will be a school site team, which will review individual student strengths and problem areas. It therefore will monitor the performance of all student subgroups (included those classified as Gifted and Talented). The SST will plan, strategize and organize resources for addressing problems and concerns. A student will be selected for discussion by the SST by a classroom teacher (or an administrator, counselor, or parent/guardian) who indicates that the student's learning, behavioral and/or emotional needs are not being adequately met under existing circumstances.

Categories under which a student may be identified as gifted include intellectual ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers.

A student may also be identified under the category of high achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as California Achievement Test. Another criterion considered is a GPA of 3.5 or above.

A student may be identified under the category of specific academic ability. These students consistently function for three consecutive years at highly advanced levels in either Reading or Math on standardized tests such as NWEA MAP.

2. Research-Based Instructional Programs and Strategies

Our gifted and talented program is in full alignment with research which states that there are common best practices for schools with high numbers of low income children to support gifted and talented students.¹⁴² These strategies include close communication with parents and families, hiring high capacity teachers, and setting ambitious goals and holding to them. Aurum Prep is committed to adhering to all of the following research proven strategies listed below.

Figure 1.55: Gifted and Talented Best Practices¹⁴³

Number	Strategy
1	Have principals who advocate aggressively and proactively for their students. They hire highly qualified teachers.
2	Have principals who use measurable goals to establish a culture of achievement. Further, once goals are set, administrators hold staff accountable for reaching goals.
3	Have master teachers, highly qualified teachers, who deliver rigorous and engaging instruction and hold high expectations of students.

¹⁴² Ford, Donna Y. *Diamonds in the Rough: Meeting the Needs of Gifted Children from Low Income Backgrounds* (n.d.): n. pag. National Association of Gifted Children. Web.

¹⁴³ Ibid.

4	Have regular and rigorous testing that leads to student achievement. Testing is used as a diagnostic tool that enforces school goals, and is used to improve teaching and learning.
5	Have principals who work actively with families to make the home a center of learning. Administrators recognize that families are indeed their educational partners and the chances for improving achievement increase with efforts are collaborative.

Aurum Prep will provide a written description of gifted and talented program to parents. Progress of gifted and talented students will be monitored based on data in their personal learning plan and by disaggregated interim and state assessment data. The gifted and talented program will include:

- Flexible grouping of students
- AP coursework
- Differentiated instruction in the classroom in all areas of the core curriculum
- Family involvement
- Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Our goal is to increase the identification of gifted and talented students, to provide professional development for teachers in the instruction of Advanced Placement courses and gifted students, and to provide family education on strategies to address the needs of gifted and talented students.

Acceleration: Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used. Additionally, all the online digital program providers will take students from where they are and move them forward, regardless of their current level. For example, Compass Learning has an additional section at the end of each section to dig deeper into the topic being studied with enrichment and acceleration.

Grouping Practices: Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore, grouping placements are flexible for part time flexible periods of time or activities when there are few identified gifted students in school.

Regular Classroom: Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms, teachers will:

- Create an environment that is responsive to all learners
- Assess each learner's knowledge, understanding, and interest
- Differentiate and individualize the curriculum to meet each learner's needs
- Evaluate learning and teaching, reflecting on the information obtained from formative and summative assessments to adapt the learning plan and modify instruction and/or the instructional program as needed
- Progress of students in this subgroup will be monitored through the SST process.

I. Special Populations: English Learners

1. Philosophy, Approach, and Research

Aurum Prep is committed to serving its English Learner (EL) population with the highest degree of quality. Given that our target community has many families who do not speak English or are newcomers to the United States, we anticipate that we will have a sizable EL population. We expect and hold our EL students to the same high expectations as the rest of our students. However, we also recognize that this student population must be provided with the proper supports to succeed in order to achieve the mission of all our student being prepared to succeed in high school, college, and life and becoming moral leaders. Aurum Prep will comply with all Federal and State laws with regards to the education of our English Learners, including the Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974. Our EL program is rooted in research outlined below.

Figure 1.56: Research Supporting EL Program

Research Based Program	Details
Screen and Monitor Progress	An effective program for ELs that includes well developed assessments for identifying student needs. For EL's this starts with the California English Language Development (CELDT/ELPAC). This corresponds with Aurum Preparatory Academy's data-driven core principle. We assess student progress frequently and use results to drive overall instruction as well as identify students in need of individual intervention. The Executive Director and/or Dean of Curriculum and Instruction oversees this process while working closely with the teaching staff.
Provide Reading Intervention	Recognizing the ELs are often at risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core reading program. Each day there are multiple opportunities for ELs to receive small group reading intervention – DEAR, FOCUS time, AM advisory. As outlined previously, a key element of our educational program is providing highly structured literacy blocks, for at least 210 minutes of literacy instruction daily. Based on the Department of Education's recommendation, interventions will "utilize fast-paced, engaging instruction" to ensure every moment of class time is infused with urgency.
Teach Vocabulary	An important component in language acquisition is the development of vocabulary. Elementary students need to learn at least 3,000 – 4,000 new words per year to understand grade-appropriate material. ¹⁴⁴ In the highest performing schools, students are taught vocabulary through formal instruction and learn new words through use in language rich settings both inside and outside of the classroom. Formal vocabulary instruction is provided in every core content classroom, using essential word lists and words in context.
Develop Academic English	For every EL student to have academic success, they must develop cognitive academic proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes content area vocabulary and the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. Vocabulary instruction is integrated into classrooms at all times and in all subject areas. Although language acquisition experts predict that it could take ELs five years or longer to become truly proficient in CALP ¹⁴⁵ , we expect that our extended school day and high number of EL faculty with help accelerate this learning process.

¹⁴⁴ Honig, Bill. *Teaching Our Children to Read*. Thousand Oaks, CA: Corwin Press, 2001.

¹⁴⁵ Cummins, J. (1981a) "Age on arrival and immigrant second language learning in Canada: A reassessment."

Schedule Peer Learning

Improving a student's mastery of language, includes a recommended minimum of 90 minutes of instruction that is dedicated to students working together on practice and extension of language skills. Our "turn and talk" process in which the class is given a question/prompt and instructed to discuss the topic with a partner, lasting anywhere from 30 seconds to four minutes, provides a significant cumulative increase in authentic language practice.

2. Ensuring EL Accessibility

We believe that the most effective instructional approach for a school with a high EL population is to embed English Language Development (ELD) principles in all aspects of the curriculum and to provide explicit ELD during a portion of the day for students in Levels 1 and 2. We will follow the California English Language Development Standards, implement SDAIE strategies in all courses, and work with Project GLAD (Guided Language Acquisition Design), a California Department of Education Exemplary Program, to provide professional development for our middle school teachers as needed in instructional strategies which "promote English language acquisition, academic achievement, and cross-cultural skills."¹⁴⁶ A recent Education Northwest randomized controlled trial of Project GLAD found that English Learners with teachers trained in Project GLAD showed improvements in vocabulary, reading comprehension, and two aspects of essay writing over students in control classrooms. We believe that UC Santa Cruz's Professor of Education Dr. Judith Moschkovitz's findings for EL math instruction are also true in other content areas: "Instruction for this population should not emphasize low-level language skills over opportunities to actively communicate about mathematical ideas."¹⁴⁷ Explicit ELD instruction will take place during English intensive periods, with additional support provided during FOCUS as needed, and will focus on developing oral and written language, grammatical constructs, and academic vocabulary in English. It is the goal of Aurum Prep that all of our students will enter 9th grade highly proficient in the English language, re-designated as fully English proficient.

Teachers at Aurum Prep will use the California Department of Education's new English Language Development standards to inform curriculum and lesson planning and to assess the progress of our EL students on an ongoing basis. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will take place in English; on occasion, targeted primary language support may be provided to students. All teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to enhance the English Language development of all of our students, and all middle school teachers will receive additional professional development with Project GLAD. Incorporating SDAIE and GLAD strategies, teachers will develop and execute lesson plans that deliver grade level appropriate content and skills that fall within students' zone of proximal development. These strategies ensure that we are able to fully meet the needs of the different classifications of EL's including: new comers, Students with Interrupted Formal Education, and Long Term ELs. Both SDAIE and GLAD provide

1. access to the core curriculum,
2. English language development, and
3. opportunities for social integration into the multicultural classroom community.

¹⁴⁶ "What is Project GLAD?" Project G.L.A.D. 2013. <http://www.projectglad.com/>.

¹⁴⁷ Moschkovitz, Judith. "Mathematics, the Common Core, and Language: Recommendations for Mathematics Instruction for ELs Aligned with the Common Core." *Understanding Language*. Stanford University: 5 April 2012.

3. Professional Development and Collaboration

We will provide whole staff training on EL instructional strategies during our summer institute. However, we will also have ongoing opportunities for our staff to engage in ELD opportunities during grade level meetings which will occur on a bi-weekly basis. All training will be facilitated through a fully certified EL and CLAD teacher.

4. Instructional Schedule that Addresses the Needs of Diverse Language Learners

Beyond the strategies our teachers will employ in their mainstream classes, ample time during English intensive and our Focus block each day will be used for additional targeted English language instruction. The school will use proven methodologies including increased time for reading and math and individualized instruction for EL students. In middle school students will have two focus periods which will allow for up to 80 minutes of targeted instruction from a certified CLAD teacher who will incorporate both SDAIE and GLAD strategies.

5. ELs, A-G Courses, and Keeping Students On Track to Graduation

If students need supplemental support there will be opportunities during morning advisory and enrichment allowing for up to an additional 90 minutes of instruction and support. Given that our EL model is full inclusion with opportunities for targeted support and intervention, all of our students will meet the necessary A – G requirements as detailed in the **Instruction Design** section. Examples of instructional models that may be employed to support our EL students include:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Use of native language, when necessary, to clarify words or concepts
- Highly skilled teachers who use variety of effective teaching strategies/techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Use of scaffolded instruction
- Use of culturally relevant materials
- Word walls to reinforce academic vocabulary
- Labeling items in classrooms and school in different languages
- Books on tape
- In-school tutoring to meet students' academic and developmental needs at each grade
- Phonics, decoding, and fluency groups during English Intensive and Focus
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- Systematic writing and grammar instruction
- Frequent use of "think-pair-share" and other cooperative learning strategies

6. Assessment and Placement

Assessment and Placement of English Learners: To identify all EL students that should have English language instruction, a student will be tested for EL status when the Home Language Survey indicates that there is a language other than English spoken by the child or at home. Then an ESL teacher will administer the California English Language Development (CELDT/ELPAC) which assesses the four language domains of Listening, Speaking, Reading, Writing. Based on the

results of the CELDT/ELPAC, the SSC will determine the EL status of the student. Every EL student will be provided Specially Designed Academic Instruction in English (SDAIE) and Project Guided Language Acquisition Design (GLAD) strategies in content-area courses in addition to the state English Language Development Standards.

All ELs will take the CELDT/ELPAC assessment to measure English language development. An EL certified teacher will consult with the Student Support Coordinator to determine how an EL on an IEP will participate in the SBAC exams (SBAC test with or without accommodations). We will strive to have all EL students reclassified as quickly as possible and make this determination using CELDT/ELPAC exam scores, input from classroom teachers, and evidence of general education progress.

Figure 1.57: Assessment and Classification for IEPF and LEP

Grades	Limited English Proficiency	Initial Fluent English Proficient (IFEP)
6 - 8	Overall CELDT/ELPAC Proficiency Level = 1 – 3 OR Listening/Speaking = 1 or 2 Reading = 1 or 2 Writing = 1 or 2	Overall CELDT/ELPAC Proficiency Level = 4 – AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher

Figure 1.58: Assessment Criteria for Reclassification

Grades	CELDT	Other
6 - 8	Overall CELDT/ELPAC Proficiency Level = 4–5 AND Listening/Speaking = 3 or higher Reading = 3 or higher Writing = 3 or higher	Teacher Assessment SBAC in ELA, as applicable

A CLAD certified teacher will notify parents in writing within 30 calendar days of the test results, in the parents' preferred language, of the reason the child was identified as EL, a description of the child's current level of English proficiency, a description of the program placement and method of instruction, the manner in which the program will meet the child's educational needs, a description of how the program will help the child to learn English, the requirements for exiting the program, and the parent's right to waive EL services. All parents will be informed of their rights and will be encouraged to participate in the reclassification process. If requested, a follow-up meeting will be set up between parents and the Executive Director and Student Support Coordinator to discuss the placement.

We will be an inclusive school that will provide comprehensive supports to all ELs and students with disabilities through our Student Support Program.

Sheltered Content Instruction (SCI) will be delivered primarily by general education teachers, who will adapt grade level content lessons to the students' levels of English proficiency, while simultaneously focusing on English language development. SCI instruction will take place in the

general education classroom and ESL teachers may push in to provide additional language support. General education teachers providing SCI instruction will have an ESL License. ESL teachers will assist classroom teachers in integrating the CELDT/ELPAC English Language Proficiency Standards into the content area instruction and in identifying ways in which students at all levels of English development can be supported in the content areas. ESL teachers will also help to track the growth of students' English language development using the CELDT/ELPAC Model Performance Indicators.

7. Student Services and Support

Aurum Prep is fully committed to providing its EL students with the necessary supports to ensure that they are not only reclassified but also flourish within our school community. Therefore, we have committed to ensuring that we create an inclusive and collaborative environment that will be able to assist students to the fullest extent possible. Additionally, if we have more than 21 ELL students, we secure a CELDT/ELPAC certified English Learner Coordinator to manage our EL program. We are in early conversations with Central Legal, which provides and advocates for the legal needs of newcomers to establish a partnership. Seneca will be a key partner in ensuring that the social emotional needs of all of our student subgroups are met.

Our PBIS and staffing structure are also key levers in creating an inclusive environment for our ELs. Specifically, we will hire a fully bi-lingual Operations Associate who will be the first point of contact for families to the school. In year 1, we will also hire at least one fully certified CLAD teacher who is bilingual, and our proposed Executive Director is also bilingual. All materials electronic and paper will be provided in the preferred language of our families and all meetings will have an interpreter when necessary. Our PBIS structure will allow us to create an equitable system focused on student growth, giving all students an opportunity to excel and thrive at Aurum Prep. Additionally, our whole school projects are culturally responsive and encourage our students to respect different cultures from their own. Our monthly Cafecitos and ongoing parent events will also be opportunities for parents and families to communicate with the school.

Element 2: Measurable Pupil Outcomes & Element 3: Method to Measure Progress

In accordance with SB 1290, Aurum Preparatory Academy pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

Aurum Preparatory Academy's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:"

[Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].

"[By July 1, 2015, and annually thereafter]: Aurum Preparatory Academy shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual."*

Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance

of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

Pursuant to the transition to California's Common Core and the accompanying shift in the state accountability testing system, Aurum Preparatory Academy will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

If Aurum Preparatory Academy does not test (i.e., STAR) with the District, Aurum Preparatory Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

LCFF and LCAP

Aurum Preparatory Academy Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the OUSD Office Charter Schools and the Oakland Unified School District Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Aurum Preparatory Academy Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Aurum Preparatory Academy Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." Ed. Code § 47606.5(e).

1. Collective Measurable Pupil Outcomes

Figure 2/3.01: Collective MPOs

Collective MPOs	
	Measurable Pupil
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 4 percent or achieve a level of 75 percent.
2	By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 4 percent or achieve a level of 75 percent.

3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 4 percent or achieve a level of 75 percent.
4	By the end of the charter term, for each [statistically significant student group],* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 4 percent or achieve a level of 75 percent.*
5	Each year, 70 percent of students will increase one grade level on the Scholastic Reading Inventory or achieve proficiency.
6	Each year, for each [statistically significant student group],* 70 percent of students will increase one grade level on the Scholastic Reading Inventory or achieve proficiency.
7	Each year, 20 percent of ELs will improve one overall proficiency level on CELDT/ELPAC.
8	Each year, have less than 10 percent of students absent more than 10% of the school days (chronic absence).
9	Each year, for each [statistically significant student group],* have less than 10 percent of students absent more than 10% of the school days (chronic absence).
10	Each year, at least 70 percent of students and families positively rate school safety: [Aurum Prep is a safe and welcoming environment] and [Aurum Prep is a safe and welcoming environment].
11	Each year, at least 70 percent of students and families positively rate academic instruction: [Instruction in my classes is dynamic, involving, learner-centered, and challenging] and [I am satisfied with my child's personal and academic growth this year].
12	Each year, at least 60 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback: [Staff acknowledge and respond to student feedback] and [My opinion and voice matter at Aurum Prep].

* Subgroups: American Indian or Alaska Native, Asian, Pacific Islander, Filipino, Hispanic or Latino, African American, White, Two or More Races, ELLs, Foster Students, LI, Special Education.

2. State Priorities under LCFF

Figure 2/3.02: State Priorities Under LCFF

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Method for Measuring: Annual Review				
		Year 1 2017-2018	Year 2 2018-2019	Year 3 2019-2020	Year 4 2020-2021	Year 5 2021-2022
Each year, 100% of teachers required to hold a credential will hold a valid CA Teaching	1. All core teacher candidates screened for employment will be required to provide documentation of valid CA Teaching Credential with	100%	100%	100%	100%	100%

Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.	<p>appropriate English learner authorization during the hiring process.</p> <p>2. School will conduct an annual review of credential status as reported by the CA Commission on Teacher Credentialing, CALPADS, ESSA Core Course Compliance and SARC. (Executive Director)</p> <p>3. School will conduct an annual review of master schedule/teacher assignments to ensure compliance. (Executive Director)</p>					
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**ACCESS TO INSTRUCTIONAL MATERIALS
STATE PRIORITY #1: BASIC SERVICES**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Inventory and Review				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Every student will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. Each EL student will have full access to instructional materials and services necessary to provide the student with access to core instruction and mastery of ELD standards. Each student with an IEP will have full access to all instructional materials	<p>1. Annual inventory of instructional materials and corresponding purchase of materials as necessary. (Executive Director)</p> <p>2. Annual review of EL and special education programs to identify and obtain all instructional materials and services needed. (Executive Director)</p> <p>3. Annual professional development on California Standards-aligned curriculum and instruction. (Executive Director)</p> <p>4. Weekly review of teacher lessons and materials to ensure alignment with standards. (Executive Director)</p>	<p>Schoolwide: 100%</p> <p>ELs: 100%</p> <p>Students with IEPs: 100%</p>	<p>Schoolwide: 100%</p> <p>ELs: 100%</p> <p>Students with IEPs: 100%</p>	<p>Schoolwide: 100%</p> <p>ELs: 100%</p> <p>Students with IEPs: 100%</p>	<p>Schoolwide: 100%</p> <p>ELs: 100%</p> <p>Students with IEPs: 100%</p>	<p>Schoolwide: 100%</p> <p>ELs: 100%</p> <p>Students with IEPs: 100%</p>

necessary to participate fully in the program set forth in the IEP.						
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**FACILITIES MAINTENANCE
STATE PRIORITY #1: BASIC SERVICES**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Monthly Review				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School facilities will be maintained in good repair.	1. Monthly review/inventory of facility conditions and need for repair. (Operations Manager; Executive Director in Y1) 2. Monthly review of ongoing maintenance and repair log. (Operations Manager; Executive Director in Y1) 3. Daily cleaning of facility by contracted custodians (Operations Manager)	Monthly site inspection: 90%+ in compliance Required corrections made in 3 months: 100%	Monthly site inspection: 90%+ in compliance Required corrections made in 3 months: 100%	Monthly site inspection: 90%+ in compliance Required corrections made in 3 months: 100%	Monthly site inspection: 90%+ in compliance Required corrections made in 3 months: 100%	Monthly site inspection: 90%+ in compliance Required corrections made in 3 months: 100%

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
STATE PRIORITY #2**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual and Ongoing Review				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% of lesson plans and assessments will be aligned to the CA California Standards and/or NGSS. 95% of students, including EL students and students with IEPs, will show at least 1 year of growth on California	1. Annual professional development for teachers on developing California Standards and NGSS-aligned curriculum and assessments. (Executive Director) 2. Annual and ongoing review of standards-based curriculum and academic achievement data to improve and refine instructional	California Standards Curriculum Alignment: 100% Students showing at least 1 year of growth on NWEA MAP: 95% or more	California Standards Curriculum Alignment: 100% Students showing at least 1 year of growth on NWEA MAP: 95% or more	California Standards Curriculum Alignment: 100% Students showing at least 1 year of growth on NWEA MAP: 95% or more	California Standards Curriculum Alignment: 100% Students showing at least 1 year of growth on NWEA MAP: 95% or more	California Standards Curriculum Alignment: 100% Students showing at least 1 year of growth on NWEA MAP: 95% or more

Standards-aligned NWEA MAP results in ELA and math.	<p>program for all students. (Executive Director)</p> <p>3. Weekly review of lessons to ensure alignment to standards. (Executive Director)</p> <p>4. Weekly professional development for teachers on California Standards implementation and instructional strategies.</p>					
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**PARENT INVOLVEMENT
STATE PRIORITY #3**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Review and Surveys				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
At least 3 parents will be represented annually on the School Site Council. 80% of parents will attend family orientation and at least two additional family events annually. 80% of families will indicate satisfaction with involvement in school decision-making and school life as measured by annual surveys, with at least 50% family participation.	<p>1. Annual SSC elections and monthly meetings will be communicated to parents on a monthly basis. (Executive Director)</p> <p>2. Monthly family events will be hosted by the school during morning and evening hours. (Executive Director)</p> <p>3. Annual home visits will be conducted for every newly enrolled student. (Executive Director)</p> <p>4. Annual family satisfaction surveys will be conducted and evaluated. (Executive Director)</p>	<p>SSC Parent Representatives: 3</p> <p>Parent attendance at orientation and 2+ family events: 80% or more</p> <p>Parent satisfaction : 80% or more</p>	<p>SSC Parent Representatives: 3</p> <p>Parent attendance at orientation and 2+ family events: 80% or more</p> <p>Parent satisfaction : 80% or more</p>	<p>SSC Parent Representatives: 3</p> <p>Parent attendance at orientation and 2+ family events: 80% or more</p> <p>Parent satisfaction : 80% or more</p>	<p>SSC Parent Representatives: 3</p> <p>Parent attendance at orientation and 2+ family events: 80% or more</p> <p>Parent satisfaction : 80% or more</p>	<p>SSC Parent Representatives: 3</p> <p>Parent attendance at orientation and 2+ family events: 80% or more</p> <p>Parent satisfaction : 80% or more</p>

**STATEWIDE ASSESSMENTS
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CAASPP score reports
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as applicable)		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students at every applicable grade level, including subgroups, will score at a higher proficiency rate by at least 5% than local schools and 5% above CAASPP benchmark on the CAASPP statewide assessment in the areas of ELA/Literacy and	<p>1. Monthly and ongoing review of curriculum and assessment results to determine student academic progress and necessary interventions. (Executive Director, Principals as hired, Teachers)</p> <p>2. Weekly review of lessons and instruction to ensure California Standards alignment and effective implementation. (Executive Director, Principals as hired)</p>	Differential in proficiency rate for all subgroups over local schools: 5% or more Increase over CAASPP benchmark : 5% or more	Differential in proficiency rate for all subgroups over local schools: 5% or more Increase over CAASPP benchmark : 5% or more	Differential in proficiency rate for all subgroups over local schools: 5% or more Increase over CAASPP benchmark : 5% or more	Differential in proficiency rate for all subgroups over local schools: 5% or more Increase over CAASPP benchmark : 5% or more	Differential in proficiency rate for all subgroups over local schools: 5% or more Increase over CAASPP benchmark : 5% or more

**ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: API (CDE)				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will meet the annual API Growth Target, or equivalent, both schoolwide and for all numerically significant subgroups as mandated by the CA State Board of Education, with a goal of reaching and/or maintaining a Growth API of at least 800 or equivalent within the five-year term of this charter.	<p>1. Monthly and ongoing review of curriculum and assessment results to determine student academic progress and necessary interventions. (Executive Director, Principals as hired, Teachers)</p> <p>2. Weekly review of lessons and instruction to ensure California Standards alignment and effective implementation. (Executive Director, Principals as hired)</p> <p>3. Weekly professional development for teachers to improve instructional practice. (Executive Director, Principals as hired)</p>	Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups	Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups	Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups	Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups	Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups Achieve 800+ API

**ENGLISH LEARNER ADEQUATE PROGRESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC results				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% of EL students will advance at least one performance level on the CELDT/ELPAC each academic year.	1. Annual and ongoing training for teachers in SDAIE strategies. (Executive Director) 2. Daily small group instruction and targeted support for EL students. (Teachers) 3. Ongoing monitoring of EL assessment results to guide instruction and interventions. (Teachers, Student Support Coordinator, and Executive Director)	100%	100%	100%	100%	100%

**ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC reports, reclassification documents				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
EL student reclassification rates will exceed District's reclassification rates. 80% of EL students will reclassify as RFEP within 3 years of entering Aurum Preparatory Academy 100% of newcomers will reclassify as RFEP within 4 years of entering Aurum Preparatory Academy 100% of LTELs will reclassify as RFEP within 2	1. Annual and ongoing training for teachers in SDAIE strategies. (Executive Director) 2. Daily small group instruction and targeted support for EL students. (Teachers) 3. Ongoing monitoring of EL assessment results to guide instruction and interventions. (Teachers, Executive Director)	Improvement over District reclassification rate: 5% or more	Improvement over District reclassification rate: 5% or more LTELs reclassified as proficient after 2 years at Aurum Preparatory Academy: 100%	Improvement over District reclassification rate: 5% or more EL students reclassified after 3 years at Aurum Preparatory Academy: 80% or more LTELs reclassified as proficient after 2	Improvement over District reclassification rate: 5% or more EL students reclassified after 3 years at Aurum Preparatory Academy: 80% or more Newcomers reclassified after 4 years at	Improvement over District reclassification rate: 5% or more EL students reclassified after 3 years at Aurum Preparatory Academy: 80% or more Newcomers reclassified after 4 years at

years of entering Aurum Preparatory Academy				years at Aurum Preparatory Academy: 100%	Aurum Preparatory Academy: 100% LTELs reclassified as proficient after 2 years at Aurum Preparatory Academy: 100%	Aurum Preparatory Academy: 100% LTELs reclassified as proficient after 2 years at Aurum Preparatory Academy: 100%
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SCHOOL ATTENDANCE RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Average Daily Attendance Rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annual Average Daily Attendance will be at least 95%.	1. Daily calls home to parents of absent students. (Dean of Students) 2. Parent conference and individual attendance plan after 3 student absences. (Dean of Students) 3. Monthly positive incentives for students with 100% attendance. (Dean of Students)	95% or more	95% or more	95% or more	95% or more	95% or more

CHRONIC ABSENTEEISM RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Attendance Rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
90% of students will maintain an attendance rate of 95% or higher.	1. Daily calls home to parents of absent students. (Dean of Students)	Students with 95+% attendance: 90% or more	Students with 95+% attendance: 90% or more	Students with 95+% attendance: 90% or more	Students with 95+% attendance: 90% or more	Students with 95+% attendance: 90% or more

Fewer than 3% of students will be "chronically absent" (miss 10% or more of the school year).	2. Parent conference and individual attendance plan after 3 student absences. (Dean of Students) 3. Monthly positive incentives for students with 100% attendance. (Dean of Students)	"Chronically absent" students: 3% or less	"Chronically absent" students: 3% or less	"Chronically absent" students: 3% or less	"Chronically absent" students: 3% or less	"Chronically absent" students: 3% or less
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**DROPOUT RATE [Middle and High Schools Only]
STATE PRIORITY #5: STUDENT ENGAGEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: MiSIS				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% of 6-8 students will matriculate to high school (grades 9-12).	1. School will offer an academically engaging and supportive learning community, with individualized support throughout the day. (Executive Director, Teachers) 2. Annual summer recovery program to allow students to make up credits. (Executive Director) 3. Ensure that students transferring out of Aurum Prep are immediately enrolled in another school. (Executive Director)	Middle school dropout rate: 0%	Middle school dropout rate: 0%	6-8 students matriculating to high school: 100%	6-8 students matriculating to high school: 100%	6-8 students matriculating to high school: 100%

**STUDENT SUSPENSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Suspension Rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annual suspension rate will be 5% or lower.	1. Annual and ongoing professional development for teachers on classroom management techniques and positive behavior support	5% or less	5% or less	5% or less	5% or less	5% or less

	<p>plans. (Executive Director, Dean of Students)</p> <p>2. Engage in collaborative problem-solving with parents when initial misbehaviors occur. (Dean of Students)</p> <p>3. Conduct weekly community circle and provide positive incentives for student behavior. (Executive Director, Dean of Students)</p> <p>4. Students struggling with misbehavior will be put on an individualize behavior support plan. (Dean of Students)</p>					
STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Expulsion Rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annual suspension rate will be 5% or lower.	<p>1. Annual and ongoing professional development for teachers on classroom management techniques and positive behavior support plans. (Executive Director, Dean of Students)</p> <p>2. Engage in collaborative problem-solving with parents when initial misbehaviors occur. (Dean of Students)</p> <p>3. Conduct weekly community circle and provide positive incentives for student behavior. (Executive Director, Dean of Students)</p> <p>4. Students struggling with misbehavior will be put on an individualize behavior support plan. (Dean of Students)</p>	5% or less	5% or less	5% or less	5% or less	5% or less

**[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
STATE PRIORITY #6: SCHOOL CLIMATE**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student/family/teacher satisfaction surveys				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annually, 1% or fewer of students will be expelled.	<p>1. Annual and ongoing professional development for teachers on classroom management techniques and positive behavior support plans. (Executive Director, Dean of Students)</p> <p>2. Engage in collaborative problem-solving with parents when initial misbehaviors occur. (Dean of Students)</p> <p>3. Conduct weekly community circle and provide positive incentives for student behavior. (Executive Director, Dean of Students)</p> <p>4. Students struggling with misbehavior will be put on an individualize behavior support plan. (Dean of Students)</p>	1% or less	1% or less	1% or less	1% or less	1% or less

**[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
STATE PRIORITY #6: SCHOOL CLIMATE**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student/family/teacher satisfaction surveys				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annually, an approval rating of 90% or higher on student, family, and teacher surveys.	<p>1. Daily student advisory sessions and weekly community circles promote a sense of connectedness. (Teachers)</p> <p>2. Monthly family events, biweekly calls home, and weekly character reflections</p>	Approval rating: 90% or higher Participation rates: 100% of teachers	Approval rating: 90% or higher Participation rates: 100% of teachers	Approval rating: 90% or higher Participation rates: 100% of teachers	Approval rating: 90% or higher Participation rates: 100% of teachers	Approval rating: 90% or higher Participation rates: 100% of teachers

	to parents. (Executive Director, Teachers)	90%+ of students 50%+ of parents	90%+ of students 50%+ of parents	90%+ of students 50%+ of parents	90%+ of students 50%+ of parents	90%+ of students
BROAD COURSE OF STUDY STATE PRIORITY #7						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student schedules/transcripts				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annually, 100% of students, including all subgroups, will have access to and enroll in a course of study in ELA, mathematics, social science/history, science, physical education, and elective courses in visual and performing arts, world language, and/or an academic content area (see course descriptions).	1. Annually, school follows a daily and weekly schedule that allows students from all subgroups to access a broad course of study. (Executive Director, Principal)	100%	100%	100%	100%	100%
[OTHER STUDENT OUTCOMES] STATE PRIORITY #8						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Internal assessment data				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
85% of students, including subgroups will achieve growth between each interim assessment and comprehensive assessment.	1. School will conduct data analysis days following each interim assessment to set goals and guide instruction and intervention. (Executive Director) 2. Weekly professional development will analyze student data and track progress in academic	85% or more	85% or more	85% or more	85% or more	85% or more

	achievement. (Executive Director)					
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3. Assessment Systems, to Include Formative Assessments

Academic Goals: Academic goals will drive our assessment system which will include formative and summative assessments, nationally normed assessments, state criterion-referenced assessments, and nationally respected reading inventories. All internal assessments, including end-of-trimester and end-of-year assessments, augmented by daily checks for understanding, exit tickets, and weekly assessments, will be informed by our clearly articulated accountability goals aligned with specific standards of performance as required by our mission, our community, and the mandates of the district and state.

All internal assessments are aligned to and backwards planned from the NWEA MAP, ACT, and the California Smarter Balanced summative assessments. Students in the middle school will take the NWEA MAP in August, January, and May of each academic year, establishing a baseline, growth measures, and longitudinal measures of growth year to year and within each year. In the ninth and tenth grades, students will take the ACT Aspire exam, providing individual reports as they move towards college readiness. Students also participate in subject and proficiency-specific exams including the ELPAC, California FITNESSGRAM, and AP exams as appropriate. All testing costs are assumed by the school.

Figure: 2/3.03: External Assessments

	Norm-Referenced Assessments	State Assessments	Reading Test
Type of Test	1 - ACT ASPIRE 2 - NWEA MAP 3 - CELDT/ELPAC	Smarter Balanced Assessment California FITNESSGRAM.	Scholastic Reading Inventory.
Definition	Compares one test taker's performance against the performance of others.	SBA - A comprehensive assessment at measures students' progress on state standards. CST- A	Low stakes reading assessment.
Score Expression	ACT ASPIRE: Raw score. NWEA MAP - RIT Score. ACTFL- Reading, Writing, Listening, and Speaking Descriptors.	Raw Score. Proficiency Bucket.	Lexile level.
Purpose	Compare students to peers nationally. Measure growth of student, class, grade, and school over time. Measure against a nationally vetted and research-based rubric.	Compare students to peers across the state. Measure growth of students, class, and grade over time.	Differentiate student learning by reading levels. Effective small-group instruction
Format	ACT ASPIRE - Similar to ACT test increasing with difficulty in the older grades. CELD/ELPAC- Test is performance	SBA - Math and Reading in grades 3 - 8.	Computer adaptive assessment.

	driven in the competencies of Reading, Writing, Listening, and Speaking Descriptors.		
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Figure 2/3.04: Internal Assessments

Assessment	Description
Daily Exit Ticket	Grades 6-8, a 3-5minute daily quiz assessing mastery of the class learning objective. Exit tickets determine effectiveness of lesson and whether any students require additional support towards mastery of lesson's aim. Results of exit ticket determine whether whole-class re-teaching of objective is necessary, or individual students need follow-up during Intensive periods, Focus, office hours, or after school. Target is 80% mastery or above on daily basis.
Interim Assessments	Grades 6-8, internally created and SBAC-provided California Standards-aligned assessments used to evaluate whether students are mastering each grade-level standard and keeping pace for promotion. Used to guide small group and individual student interventions. Target is 80% mastery or above.
End-of-Year Assessments	Grades 6-8, cumulative end-of-term assessments are administered at end of each trimester in each subject, including comprehensive annual exam given during last week of school. Assessments are internally created based upon each subject's standards and provide summative assessment of student mastery. Target is 100% of students passing the exam with a grade of 70% or higher.

4. Data Analysis and Reporting

We will measure our students' progress towards non-academic goals as we do for our academic goals: through teacher observation and student progress according to standards and objectives. Students will receive grades in the areas of character development, performing arts, and physical education every trimester via formal progress reports and report cards issued to and reviewed with families. Aurum Prep will use data from exit tickets to inform daily instruction, and Interim results to inform upcoming units and changes necessary towards the End-of-Year Assessments.

Different stakeholders will use achievement data in different ways. The Board of Directors will use data to hold the Executive Director accountable and inform the school's strategic planning. The Board will review a dashboard data every month with key performance indicators (e.g., MAP, SRI, and other nationally normed assessments, disaggregated by subgroups) and showing absolute scores, within-year gains/losses, and year-to-year gains/losses. School leadership will use achievement data on a weekly, trimester, and annual basis to assess the curriculum and instruction, evaluate teachers, and make operational decisions regarding the use of resources, including towards professional development needs. Teachers and staff will use performance data to develop re-teach action plans, reflect on their curriculum and instruction, and target students that require additional support or advancement. We will work closely with students to help educate them about their performance in age-appropriate ways. For example: we will track progress with charts displayed in the classroom and in personal, student-specific trackers; teachers and students will discuss ways for students to set and work towards personal goals; and we will frequently celebrate growth.

A full Data Day is built into the calendar after each assessment cycle and a re-teaching week follows each Data Day, as needed. Data Days will ensure that each teacher understands the academic progress of our students - their strengths, weaknesses, trends, and plans for growth individually and collectively. Within these sessions, instructional team members will be trained in targeted data reflection and practice this concept to build data-usage capacity. Each Data Day session will have three large-scale goals:

1. To assess the success of the plan of action from the Data day
2. To determine remaining needs or areas of weakness from the previous plan of action and plan for the necessary ongoing individual student targeting for the upcoming weeks to address those needs and weaknesses
3. To analyze new formative, summative or interim data and create a new plan of action for the upcoming week's targeted intervention blocks and in-classroom re-teach structure and topics to best address the newly manifested needs of our student population at the individual, class, and all school levels

School leadership will receive training and support from Building Excellent Schools and other professional sources including SRI and NWEA MAP professional training as well as curriculum training, in the following areas to effectively analyze, interpret, and use performance data to promote strong achievement for all students:

- **Informed spiraling:** Looking at the most common skills across multiple standards for each content area and finding ways to use them frequently throughout the curriculum map in support of new standards and content, and determining how to fit spiraled objectives into daily Do Nows and Exit Tickets.
- **Formative and summative assessment writing:** Analyzing exit tickets and checks for understanding to inform instruction before assessing on interim or end of year assessments.
- **Cross-curricular alignment:** Suggesting and modeling multiple methods of how to bring literacy and mathematics priorities into all curricular areas.
- **Differentiation of student materials:** Ensuring all students full access to our curriculum, regardless of language or needs.
- **Designing FOCUS curriculum:** Designing curriculum to be both remedial and engaging in a way that ensures students close their outstanding mastery gaps.
- **Literacy growth tracking:** Keeping specific and easily manageable records of our students' reading growth, using SRI-informed data.
- **Action planning from data analysis:** Making strategic decisions and taking impactful action steps to improve student achievement in real time with real time data.

5. Grading, Progress Reporting, and Promotion/Retention

Aurum Prep will implement a highly consistent and clearly codified mastery-based grading system across the school in all classes and at all grade levels. Implementing mastery-based grading will help to ensure that our students progress from grade level to grade level ready to take on the increasing levels of rigor of our course curriculum and that of the end-of-year high-stakes exams, many of which are important gatekeepers to competitive colleges. **Figure 2/3.04** displays Aurum Prep's grading scale and GPA conversions. Students earn credit in a graded class by earning a grade of 70% or higher, in line with A-G requirements.

Figure 2/3.05: Grading, Progress Reporting, and Promotion/Retention

Letter Grade	GPA	Percentage	Implications
A+	4.0	98-100%	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	4.0	93-97%	
A-	3.7	90-92%	
B+	3.3	88-89%	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	3.0	83-87%	
B-	2.7	80-82%	
C+	2.3	78-79%	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	2.0	73-77%	
C-	1.7	70-72%	
D	1.0	60-69%	A student earning a D in a course is not yet demonstrating a consistent level of basic competency with the content standards.
F	0.0	Below 60%	A student earning an F in a course is not yet demonstrating basic competency with the content standards.

There will be school-wide standards for grading. Teachers will be trained on the school's policy and will work with the Executive Director, Grade Level Teams, and Department Chairs to ensure that grades are assigned in a fair and consistent manner that correlates with each student's mastery of the California Standards.

Students and families will receive frequent communication regarding student academic progress. Communication about student progress and our grading policy will occur at our Parent Orientation. Every two weeks, parents will sign a progress report with their child's up-to-date academic progress in each subject. Teachers will call parents of students who are not yet demonstrating mastery to discuss their child's progress. Student report cards will be distributed at the end of each trimester, and parent conferences will be conducted.

Aurum Prep does not endorse social promotion and is committed to helping students achieve the necessary skills to progress from grade to grade annually. In order to advance to the next grade level each student must earn promotion by demonstrating mastery of essential knowledge and skills. If a student fails to demonstrate mastery for two consecutive years or more, a promotion decision will be made on a case-by-case basis by the Executive Director in consultation with the student's parent(s) and teachers that takes into account both the student's academic progress as well as the socio-emotional consequences of further retention. Aurum Prep has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery of a subject is indicated by a grade of 70% or higher.

Middle school students who have received lower than a C- (70%) in two or more courses for the academic year are eligible for retention. The Executive Director and/or Principal prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable

levels of academic achievement. The written determination is provided to and discussed with the student's parents, teachers, and Principal and/or Executive Director. Any student who receives below a 70% in one or two core classes will be invited to attend Saturday School and/or After-School tutoring and may retake the end-of-year exam in the subject(s) needed at the conclusion of the remediation provided. The student must pass the exam(s) with a score of 70% or higher in order to receive credit for the course.

A student's final annual grade will be calculated as the average of their three trimester grades.

Element 4: Governance Structure

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Charter School shall send to the the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in

accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Aurum Preparatory Academy acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Aurum Preparatory Academy to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Aurum Preparatory Academy and of the District. Aurum Preparatory Academy further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Aurum Preparatory Academy does not have that Aurum Preparatory Academy needs in order to meet its obligations, the District shall provide the same to Aurum Preparatory Academy in a reasonably timely manner upon request under Education Code section 47604.3."

Aurum Preparatory Academy will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies

Aurum Preparatory Academy in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Aurum Preparatory Academy acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Aurum Preparatory Academy it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Aurum Preparatory Academy by law or charter provisions.

Members of Aurum Preparatory Academy's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools

Aurum Preparatory Academy and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

To the extent that Aurum Preparatory Academy is a recipient of federal funds, including federal Title I, Part A funds, Aurum Preparatory Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Aurum Preparatory Academy agrees that it will keep and make

available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Aurum Preparatory Academy also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application

procedures, key dates, and admissions preferences and requirements consistent with approved charter.

1. Governance Structure

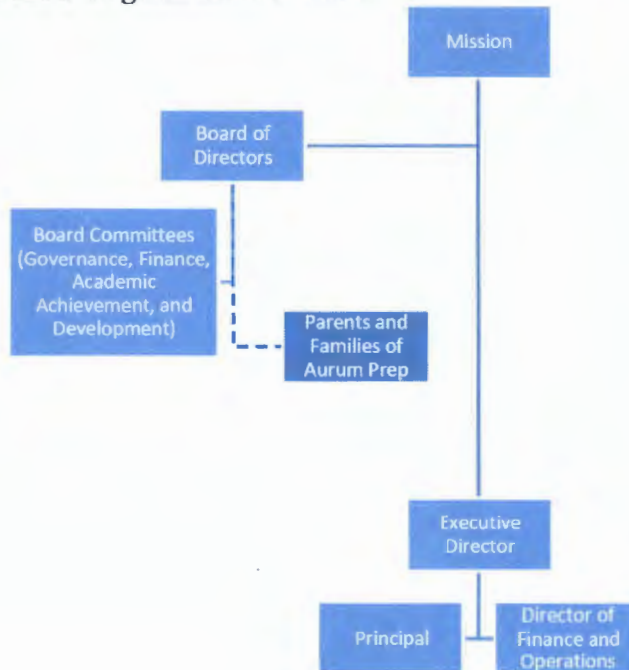
The founding team of Aurum Prep consists of a Founding Board of Directors and an experienced, well respected educational leader David Hardin, whom we intend to serve as the school's founding Executive Director. The Founding Board was formed through meetings with over 200 East Bay Area community members, allowing us to identify high capacity, community invested members for the Founding Board of Directors. Their professional expertise lies in law, finance, facilities, management and administration, executive management, strategic planning, accounting, and community development. One board member has a degree in law and four have MBAs. This team is deeply committed to the community and is prepared to fully comply with laws and regulations outlined by the state of California and all relevant federal, state, and local laws and requirements. Aurum Preparatory Academy Board will include the following officers, responsible for the listed duties:

Figure 4.01 – Officer Titles and Responsibilities

Officer Title	Responsibilities
Board Chair	The Board chair will preside at all meetings of the board and exercise general charge and supervision of administration of all affairs and business of the school, as well as any other duties as prescribed by the board.
Board Vice-Chair	The Board Vice-Chair will perform all duties and exercise all powers of the Chair in the absence or disability of the Board Chair, as well as any other duties as prescribed by the Board or delegated by the Chair.
Board Secretary	The Board Secretary will ensure accurate records of all the minutes of all meetings and committees to which the Secretary is appointed. The Secretary will serve or cause to be served all notices of the school and act as the custodian of the school's non-financial records. The Secretary will also perform all duties assigned to the office of the Secretary, as well as any other duties prescribed by the Board.
Board Treasurer	The Board Treasurer will keep complete and accurate accounts of all receipts and disbursements of the school. S/he will also deposit all monies and other valuable effects of the school and to the credit of the school in such banks and depositories as the board designates. The Treasurer will ensure accurate books and financial transparency for the board and the public at large. The Treasurer will submit a report of the financial viability of Aurum Preparatory Academy annually and as requested.

The Board Treasurer will perform all duties assigned to the office of the Treasurer and any other prescribed duties. The Treasurer shall provide security for faithful and accurate performance of his/her duties as required by the Board of Directors.

Figure 4.02 Board Organizational Chart



The Board will hold the mission of the school and will ensure that Aurum Prep carries out the terms of the charter. The Board of Directors is accountable for the academic, financial, and operational success of the school, and is responsible for providing financial oversight of the school. As such, the Board will select a Treasurer with professional experience in finance and/or accounting, and will create a Finance Committee. The Board will form standing committees and assign work to committees as necessary. Each committee will be chaired by a member of the Board and may include other board members, community members, interested professionals, and stakeholders. Each committee will have a set meeting schedule and follow all open meeting laws. Standing committees will include, but are not limited to:

Governance. The Governance Committee will oversee all recruitment, selection, and onboarding of new board members, as well as continued professional development for the board. The Governance Committee will present a slate of candidates for election to the Board at least once annually. Election requires a 2/3 vote of the sitting Board as outlined in the Bylaws. This committee will oversee the successful training and onboarding of new members. The Governance Committee will also conduct the Board self-evaluation.

Finance. Chaired by the Board Treasurer, the Finance Committee will ensure that the school mission, vision, and policies are reflected in the annual budget and track all actual versus budgeted expenditures. The Finance Committee will inform the Board about the organization's finances and provide all necessary financial information and training to the Board as necessary. The Finance

Committee will ensure fiscal compliance with federal and state regulations, oversee the financial audit, and create any financial policies necessary.

Academic Achievement. The Achievement Committee will review all achievement data and assessment policies and report on the school's progress to the accountability measures. This committee will also oversee the annual survey of staff and families and report findings to the board.

Development Committee: Members' responsibilities include fundraising, building relationships in the community and conducting and supporting any facility study as needed. The Development Committee will set ambitious goals and propose specific development plan details that will allow the Board to raise supplemental funds to support the mission and vision of Aurum Prep.

The Treasurer and the Finance Committee will support the Board in monitoring the school's finances as well as ensure that the school has robust financial and accounting systems and procedures in place. The Board will be responsible for providing fiscal accountability by approving and monitoring the annual budget, which will be initially reviewed and provided to the Charter School Board by the Charter School staff and Abacus Education Partners as the school's identified back-office provider. In compliance with Ed. Code Section 47606.5, Aurum Prep will consult with teachers, principals, administrators, other school personnel, parents, and students to develop an annual budget and LCAP (by May of the previous year) and present it to the full Board for review and approval. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. By the required annual deadline, the Board will contract with a CPA firm to conduct an audit and report this selection to the District.

The Board will be responsible for hiring, supporting, and evaluating the Executive Director, and will set the compensation for the Executive Director to execute the day-to-day management of the school. To ensure the Executive Director is effectively implementing the mission of Aurum Prep, the Board will evaluate the Executive Director on an annual basis and provide a written evaluation to be placed in the personnel file of the Executive Director.

The Executive Director will be responsible for hiring, supporting and evaluating all school staff. In addition to managing the school staff and implementing the day-to-day program of Aurum Prep, the Executive Director will be responsible for providing timely reports to the Board of Directors. Each month the Executive Director will report back to the Board through written management reports, financial dashboards, and academic dashboards, provided at all meetings which will be publicly announced and held in full compliance with the Brown Act.

The Board of Directors: Aurum Prep will be governed by a Board of Directors. The Board is accountable for upholding the organization's mission and complying with all state and federal laws to ensure the school is successful and sustainable. The Board will establish policy for the board, staff, and school, and will delegate all management duties to the Executive Director, who will report formally on the school's progress at monthly public board meetings.

Executive Director: The Executive Director is responsible for managing the day-to-day operations of Aurum Prep and is overseen by the Board. The Executive Director is charged with setting the vision and direction of the organization in partnership with the Board of Directors. Each year the Executive Director will receive an annual evaluation from the Board based on the accountability plan outlined in the charter and any additional goals agreed upon by the Board. The

Executive Director reports directly to the Board of Directors and is the only staff member to do so.

Principal: Principals are responsible for ensuring the academic success of the middle school academy. The Principal will work closely with the Executive Director, and are responsible for making weekly reports to the Executive Director regarding academic and school culture data, as well as the professional development progress of staff. The Principal is supported by the school's leadership team, including the Dean(s) of Students, Student Supports Coordinator, and the Operations Manager. We will hire the Principal in year 3.

Director of Finance and Operations: The DFO is responsible for managing the fiscal health and sustainability of Aurum Prep and for ensuring the school's systems and routines are executed at a high level. The DFO walks the facility to ensure all technology and facilities issues are efficiently addressed. The DFO handles external partnerships, including but not limited to, (1) food service, (2) mail, (3) back-office coordination, and (4) technology. The DFO reports directly to the Executive Director. The DFO will begin their role during in year 3.

2. Board Composition

The Founding Board members come from a range of professional backgrounds that complement each other and with the experience to provide effective fiscal, regulatory, and academic oversight of Aurum Prep. The Founding Board's diverse expertise in a number of fields—finance, operations, marketing, consulting for business and nonprofits, law, commercial real estate, education, and community development—will ensure Aurum Prep's organizational health.

Toyna J. Chin - VMware, Senior Marketing Manager

Toyna Chin is a transformative senior marketing executive with extensive strategic leadership in driving change and measurable business results from startups to Fortune 500 organizations in the healthcare, technology, and consumer goods sectors. She is a recognized expert in global marketing as featured in the 2011 *New York Times* and *Wall Street Journal's* bestselling branding book *Brainwashed* by Martin Lindstrom. Ms. Chin currently serves as the Global Marketing lead for Education Services at VMware, Inc. where she is responsible for driving the global marketing strategy and demand. Ms. Chin formerly served as Founder of ReadNRhyme and Hygeia Personal Care Products and is an active advisor on The Center for Women's Business Advancement Advisory Board. Ms. Chin holds a BS in Marketing from Southern New Hampshire University and MBA from Rensselaer Polytechnic Institute.

Parren James - GreenHawk Consulting, Lead Consultant

Parren James is currently the lead consultant for GreenHawk Consulting, which provides real estate development companies, non-profits and start-ups with consulting services. Mr. James specializes in consulting all of his clients on real estate matters. He has served in this role for nearly four years and prior to this role, he was the Vice-President of Operations and Portfolio Management for International Airport Centers, LLC, a private equity firm. Mr. James is committed to finding and implementing solutions that impact traditionally under served communities. Currently, he is involved in creating a partnership with Allen Temple Church and other organizations in deep East Oakland to bring both sustainable and transformative real estate development projects to this traditionally under-served community. Mr. James holds a BS in Mathematics from Hampton University and a MBA in Real Estate and Finance from the University of Michigan.

James T. Jordan, Stanford University - Associate Director of Alumni Communities

As Associate Director at the Stanford University Alumni Association, Mr. Jordan leads the team responsible for all international and domestic Stanford alumni volunteer activity outside of California. His career has been devoted to education, including 14 years serving at Stanford. A native of Richmond, CA, Mr. Jordan is passionate about bettering educational access in urban schools, particularly in the East Bay. He is a trustee at his alma mater, Saint Mary's College High School in Berkeley. He also served as the Chief Operating Officer at KIPP Summit Academy, a public charter middle school in San Lorenzo, CA, and as the Director of Development and Program Director for the Chicago regional office of Platform Learning, a supplemental educational service provider for elementary schools on the south side of Chicago. Mr. Jordan earned a BA in American Studies with a specialization in race and ethnicity at Stanford and MBA from the Darden School of Business at the University of Virginia.

John Morada, Wipro - Director, Strategic Alliances

Mr. Morada comes from a diplomatic family and spent his early years visiting embassies in Washington, DC. His undergraduate experience at American University became further catalyst for seeing the world as a colorful myriad of cultures and conversations, which he took into his career advising pro bono at the Ashoka and Silicon Valley Education Foundation. Accumulating this experience, Mr. Morada is excited to give back to the families of Oakland, serving on the Aurum Prep Founding Board. Now working in technology and living in the Silicon Valley, he enjoys the art of diplomacy in the business development negotiations he leads for a multi-million, multi-national corporation. He advises several startup companies, is an American University Alumni Board member, and volunteers as a Junior Achievement mentor at his son's school. Mr. Morada earned a BA at American University and MBA at the Lake Forest Graduate School of Business.

Kimberly P. Nerpouni, GCA Savvian, Inc. - Vice President of Talent Management

As the Vice President of Talent Management at GCA Savvian, a premier investment bank, Ms. Nerpouni serves growth companies through merger and acquisition, capital market financing, private funds, and restructuring advisory services. She specifically oversees Recruiting, Human Resources, Professional Development, Training, Benefits, and Compensation. Previously, she worked at the management consulting firm Bain & Company where for over ten years she held numerous positions within Recruiting and Professional Development. She recently moved back to Oakland where she was raised. A graduate of Oakland High School, Ms. Nerpouni holds a BA from San Francisco State University.

Swati Samanth, Law Office of Swati Samanth - Founder

For the past 13 years, Ms. Samanth has been practicing dependency law in the Bay Area, advocating for foster youth in legal proceedings involving child neglect and physical, emotional, and sexual abuse. Her advocacy areas include education law, delinquency, adoption, school disciplinary hearings, and any other legal matters that may arise while youth are in foster care. Prior to and throughout her legal career, Ms. Samanth has been committed to providing excellent education and college access for students in underserved communities. She has taught junior high school, served as a teacher and case manager at College Track, a program that empowers students from underrepresented communities to graduate from college, and as a Residential Director and consultant for Level Playing Field Institute's STEM program for students of color at UC Berkeley. Ms. Samanth holds a BA from the University of Southern California and JD from the University

of California, Hastings College of the Law.

Vanessa Sifuentes-Dimaano, OUSD - School Improvement Partner

Serving as a School Improvement Partner for the Oakland Unified School District where she supports and coaches high school principals, assistant principals, and teacher-leaders on leadership, teacher development, and systems improvement, Ms. Sifuentes-Dimaano is committed to the young people and families of Oakland. She has served as Managing Director of Teach For America – Oakland, where she was part of a team tasked with revamping the coaching systems for over 100 first and second-year corps members. She developed her passion for supporting teachers and school leaders after serving as the founding principal of ACE Charter and principal for Leadership Public Schools, both in her hometown of San Jose. Before her work in school leadership, she spent one year as a resident principal for Aspire Public Schools learning from exemplary school leaders, and four years teaching middle school Humanities in the Sobrante Park neighborhood of East Oakland. Ms. Sifuentes-Dimaano holds a BA from UCLA and MEd from UC Berkeley.

Joey Weinstein-Carnes, CA Charter School Association - Director Bay Area Facilities

Mr. Weinstein-Carnes leads CCSA's facilities policy and advocacy work in the San Francisco Bay Area, providing support and assistance to charter schools seeking high-quality public and private facilities options, and working to secure equitable facilities funding for Bay Area charter schools. He began his career as a high school English teacher at Alliance Cindy and Bill Simon Technology Academy High School, and went on to teach English and College Writing at Da Vinci Science High School. In 2014 he joined the CA Charter Schools Association as the Bay Area Manager, Teacher Engagement and worked to elevate charter teacher voice in a variety of issues and campaigns including the Richmond Promise and We Are Oakland. He also designed and launched CCSA's second Teacher Policy and Advocacy Fellowship cohort in Santa Clara County. Mr. Weinstein-Carnes holds a BA from University of California, Los Angeles and MA from Loyola Marymount University.

Figure 4.03: Founding Board's Matrix of Expertise

Director Name	Management	Finance and Fundraising	Law	Marketing and Outreach	Human Resources	Facilities	Technology	Board Governance	Education
Toyna Chin	X			X			X	X	
Parron James	X	X				X			
James Jordan	X	X						X	
John Morada		X					X		
Kimberly Nerpouni	X			X	X				
Swati Samanth			X						X
Vanessa Sifuentes-Dimaano	X								X
Joseph Weinstein-Carnes						X			X

3. Criteria and Process for Selecting Governing Board Members

The Board will consist of seven to fifteen Directors and will maintain an odd number of members for voting purposes. The exact authorized number will be fixed by the Board from time to time by resolution. The determination of need to add Directors will be based on an evaluation of the current needs of the Board, along with skill sets provided by Directors currently in place. The Board will function in accordance with its bylaws. The Board will operate under a structure of elected officers of Chair, Vice Chair, Secretary, and Treasurer, elected annually, and will utilize the committee structure outlined in its bylaws. Selection of additional Board members will be the responsibility of the full Board. Details of that process are outlined below.

Given the rigorous expectations and requirements for successful governance, recruitment of the highest caliber Board members is essential. A stable, dedicated Board is essential for Aurum Prep's success, and we are committed to a careful screening process in order to ensure additional Board members share the same core beliefs and values for student achievement. All potential candidates will be thoroughly vetted and selected according to the Board's strategic needs to maintain a diverse portfolio of professional backgrounds, alignment with Aurum Prep's mission, and a commitment to a minimum of three years of service.

The Aurum Prep nominating committee, known as the Governance Committee, will present potential Board members and officers for election by the Board of Directors, in accordance with our bylaws. Other than Founding Directors, who will serve either one, two, or three year terms in order to ensure staggered terms for continuity, all Directors will serve a term of three years from the date of their appointments, or until their successors are seated. No Director will serve more than two consecutive three-year terms. Directors will serve staggered terms to balance continuity with new perspective. All qualified board candidates, nominated by the Governance Committee, will be elected through a two-thirds vote of the seated Directors within a public meeting and in full compliance with the Brown Act. A Director may resign at any time by filing a written resignation with the Chair of the Board, unless no Director would remain. In that case, notice must be provided to the California Attorney General. A Director elected to fill a vacant seat will be elected for the unexpired term of his or her predecessor.

In accordance with our bylaws, the Board may remove any Officer or Director with or without cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, providing that a statement of the reason or reasons have been mailed by registered mail to the Officer or Director proposed for removal at least thirty days before any final action is taken. This statement will be accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The Officer or Director will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

The Founding Board is committed to sound financial management and ensuring ethical oversight of public revenues and the school's sustainable viability for the term of our charter and beyond. We will use conservative budgeting that allows us to maximize educational outcomes for students while minimizing financial risks. We will budget revenues conservatively while maximizing expenditures. Our budget modeling includes a 1.11% cost of living adjustment ("cola") increase in the 2017-2018 school year, a 2.42% cola in the 2018- 2019 school year, a 2.67% cola in 2019-20, and a 0% per year cola increase thereafter. We have budgeted annual inflation of 3.0% for all

expenses (wages, benefits and operating expenses), with 2017-18 the base year. We have budgeted annual expense inflation of 3.0%, with health expenses estimated at 3% annual inflation. Revenues are estimated at the average yearly enrollment, while expenses are estimated at beginning of the year enrollment targets.

To ensure reasonable guarantee of funds receipt, our budget will include minimal start-up funds and limited fundraising beyond the start-up year. We have contingency plans in the event that we are not fully funded through our current start-up funding application, including alternate budget models, applications for additional grant programs, and conversations with banks to secure start-up funds. We will maintain a contingency fund each year; in the amount of 3% of next year's expenses, which will ensure that we have adequate reserves for economic uncertainty. In order to ensure we can meet our current liabilities we plan on borrowing \$250,000 from the CDE Revolving Loan Fund, our cash flow projection and budget reflect this assumption. We anticipate receiving the proceeds from this loan in July 2017. Should we not receive any of our anticipated donations, this will mitigate short and midterm cashflow issues. We will budget for a positive cash flow, with adequate cash on hand to satisfy current liabilities.

If faced with a budget shortfall, we will approach cost-cutting from a mission-driven perspective, seeking to maintain the instructional programming and staff necessary to meet student needs. If staffing reduction is necessary we would first seek to reduce administrative staff in both full time equivalent and average salary per administrative employee. We will prepare multiple contingency budgets as a precaution for an unexpected increase in expenses or decrease in revenues. We will maximize our community resources and partnerships to provide additional resources for students. To minimize the risk of a shortfall, we will ensure proper controls and monitoring of attendance, enrollment, and financial data. We will also engage in monthly reforecasting with our back-office provider to ensure that our projections reflect our financial needs.

Expenditure Assumptions: At Aurum Prep, we believe in creating an environment that is sustainable for all employees. Wages and compensation are competitive with the Oakland Unified School District salary schedule.

Governance Procedures and Operations

Aurum Preparatory Academy Charter School is governed by Aurum Preparatory Academy, Inc. in accordance with California's Charter Schools Act, the Nonprofit Public Benefit Corporation Law, and the Brown Act. Aurum Preparatory Academy Charter School ("Aurum Prep") will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

Professional Development

The board of a charter school embodies the mission of the school, achieves exemplary results, and fosters organizational sustainability. Building Excellent Schools has provided a vast deal of the training and support provided to the board of Aurum Preparatory Academy to ensure it accomplishes its goals. To operate at the highest level, a board must operate strategically, be able to work as a cohesive team with management, build institutional memory, align committee work

to organizational goals and measure success quantitatively.¹⁴⁸ The founding board of Aurum Preparatory Academy has received extensive training, including time spent on studying the rules of effective governance, discussion of effective school missions and visions, canvasses of the community, and training on Open Meeting Law/Brown Act. Moreover, our Board has read the seminal Charter School Board University¹⁴⁹, established committees, and held its First Annual Board retreat (for more information see **Appendix R**). Ultimately, the Governance Committee, led by the Board Chair, will be responsible for the ongoing professional development of the Aurum Prep Board of Directors and we have budgeted appropriately for the Board to get the on going development it needs.

Figure 4.04 – Governance Planning Strategies

Governance Planning Strategies

Meeting dates: review for governmental and religious holidays

Meeting preparation: time needed for preparation and distribution of materials for consideration at a meeting. All materials will be sent two weeks in advance.

Agendas: clearly identify issues on which actions need to be taken – all board agendas will contain a short-hand column signifies whether an agenda item has “action needed,” what the item is, who proposed it, what materials are required, and the time allotted.

Record keeping: The secretary will promptly prepare minutes, circulate timely for review among the board and then post onto the school website.

Notice: Aurum Preparatory Academy will post its board meetings on the school’s website, in its monthly newsletters, a bulletin board within the school, and a public advertisement at the start of the fiscal year.

Physical layout: All board meetings will contain a physical layout conducive to guests present including guests with disabilities.

Voting: All votes will be open to the public and will comply with state laws regarding quorum and electronic participation.

Annual Retreat: Each year, the Aurum prep Board of Directors will conduct an annual retreat in which they will review the progress of the prior year and set goals for the next year.

Annual Training: The Governance Committee will be responsible for ensuring that the Board secures annual training on the Brown Act/Open Meeting Law, Conflict of Interest policy, and general compliance.

Building Excellent Schools On-Going Support, will support the board during its organizing stage. An annual self-evaluation will occur, supported by Building Excellent Schools. This tool will come at the end of each fiscal year and evaluate a board member’s attendance, committee participation, contributions to fund development, and feedback to increase the overall effectiveness of the Board of Directors contributing to the school’s achievement of academic, fiduciary, and organizational goals.

¹⁴⁸ Research on high performing charter school boards comes from http://www.reachthehighbar.com/images/downloads/ReachingTheHighBar_StepsToExcellence.pdf, <https://www.usc.edu/dept/education/cegov/focus/charter-schools/publications/policy/MaximizingEffectiveness-FocusingtheMicroscope.pdf> and Charter School Board University, written by Dr. Brian L. Carpenter.

¹⁴⁹ Carpenter, Brian L. *Charter School Board University: An Introduction to Effective Charter School Governance*. Mt. Pleasant, MI: National Charter Schools Institute, 2007. Print.

1. Meeting Requirements

As a charter school, we are a public school and are, therefore, a public agency. All of our meetings will adhere to the Brown Act which stipulates that with few exceptions, all meetings of governing bodies should be open to the public and may be observed and recorded.

A meeting is defined as “*Any gathering of a quorum of a legislative body to discuss or transact business under the body’s jurisdiction.*”¹⁵⁰ Under this definition, we will not conduct serial meetings which are prohibited. Pursuant to the Brown Act, a serial meeting is a situation in which a Board member(s) contacts other Board members, directly or indirectly, and a quorum is reached. A quorum is defined as the minimum number of Board members necessary to vote. Aurum Prep is committed to abiding by all tenets of the Brown Act, including but not limited to:

- (1) **Location:** Meetings must be held within the Board’s area of jurisdiction i.e. our district (7) and both governing board meetings and committee meetings will occur once per month.
- (2) **Public Testimony:** The public must have time to comment on agenda items before or during consideration by the Board.
- (3) **Facilities:** Meetings cannot occur in places that discriminate upon the basis of race, religion, color, nationality, sex, or where disabled people do not have access. Meetings must be free.
- (4) **Public Votes:** All votes, except those cast in a permissible closed session, must be cast in public.
- (5) **Public Records and Recording:** Materials that are not exempt under the Public Records Act must be provided to the public and a recording of the meeting must be made available to the public.

All Board members will receive an annual training on the Brown Act lead by the Governance Committee. Moreover, all new Board members will undergo an orientation that is in accordance with and trains them on the Brown Act. Our Board Secretary will ensure that all meeting announcements, locations, agendas, and minutes are posted in accordance to each specific type of meeting and as required by the Brown Act. These meetings include:

- (1) **Regular Meetings:** Agendas will be provided at least 72 hours prior to the meeting.
- (2) **Special Meetings:** 24-hour notice will be provided to the Board and media outlets.
- (3) **Emergency Meetings:** One-hour notice will be provided in the case of a dire emergency.

We also understand that there are times in which we must conduct closed session meetings. For closed session meetings, agenda items must be described in the agenda and notice for the meeting. Prior to the closed session, the Board must orally announce the subject of the session. If action is taken in the session, the Board must report the action at the close end of the session. The following are reasons to have a closed session:

- (1) **Personnel Exemption:** Generally held to consider appointment, employment, and evaluation of an employee.
- (2) **Public Security:** Generally held to meet with law enforcement or security concerning safety and services.

¹⁵⁰ Lockyer, Bill. "Books and Pamphlets." *The American Journal of Nursing* 79.4 (1979): n. pag. *The Brown Act*. The Attorney General of California. Web. <http://ag.ca.gov/publications/2003_Intro_BrownAct.pdf>.

- (3) **Pending Litigation:** Generally held when receiving advise from legal counsel in situations that require litigation.
- (4) **Labor Negotiations:** Generally held to discuss salary of employees and the budget. Decisions must be made public.
- (5) **Real Property Negotiations:** Generally held to negotiate or consider the terms of payment or purchase in exchange of real property.

Postings will occur by email to those who have requested it and in a location that is publicly available 24 hours per day, 7 days per week in the Aurum Prep office as well as on the school's website in English and Spanish or other dominant language as needed by the community served. Aurum Prep will maintain for its Board a record book of meeting agendas and minutes. Agendas and minutes will be provided in English and Spanish. For ease of access, Aurum Prep will post the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board will meet at least ten times annually to conduct business plus special meetings. All meetings of the Board will be open to the public, excluding closed sessions as permitted by the Brown Act.

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in full compliance with the Brown Act and in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the territorial boundaries of OUSD. Participation in a meeting through use of teleconferencing constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. "Teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing stated here shall prohibit the corporation from providing the public with additional teleconference locations.

2. By Laws

Bylaws of
Aurum Preparatory Academy, Inc.
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Aurum Preparatory Academy, Inc. ("Corporation").

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the business of the Corporation may be established at any place or places within or without the State of California by resolution of the Board, provided that as long as this Corporation has a charter to operate a school granted by Oakland Unified School District ("OUSD"), the principal office shall be in the geographic boundaries of OUSD.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools (or "Charter School"). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter that authorized the Corporation to operate a charter school ("Charter") and its Articles of Incorporation. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws.
- b. Fix the compensation of the Executive Director (the "Executive Director") of Aurum Preparatory Academy.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS The authorized number of directors of the Corporation ("Directors") shall be not less than seven or more than fifteen; the exact authorized number to be fixed from time to time, within these limits, by resolution of the Board. All directors shall have full voting rights. Directors shall be sought who reflect the qualities, qualifications, and diversity determined by the Board delineated in the Job Description of the Board of Directors. All Directors (other than founding Directors) shall be elected at the annual meeting of the Board by the affirmative vote of two-thirds of the Directors then in office and in attendance at the meeting, assuming a quorum is present.

As soon as possible after their appointment, the total number of initial Directors shall be divided into three approximately equal groups. One group shall be designated initially to serve a three-year term, one group shall be designated initially to serve a two-year term, and the final group shall be designated initially to serve a one-year term. Each Director shall determine whether he or she will serve an initial one-, two- or three-year term by drawing lots. Thereafter, at subsequent annual meetings, the term of office for each Director to be elected shall be three years. Each Director, including a Director elected to fill a vacancy as more fully described in Section 12, shall hold office until the expiration of the term for which he or she was elected and until the election and qualification of a successor, or until that Director's earlier resignation or removal in accordance with these Bylaws and California Nonprofit Corporation Law.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Except for the staggering of the initial Directors, as detailed in Section 3 above, each director shall serve a term of three (3) years from the date of their appointment, and until a successor director has been designated and qualified. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. No director shall serve more than two (2) consecutive three-year terms.

Section 6. NOMINATIONS BY COMMITTEE. The Board will appoint a committee to designate qualified candidates for election to the Board. The slate of nominees shall be presented to the Board at the annual meeting of the Board, although additional candidates may be identified and nominated between annual meetings, as necessary.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporation funds may be expended to support a nominee under any circumstances.

Section 8. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chair of the Board, or the Secretary, or to the Board as a whole. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. **REMOVAL OF DIRECTORS.** The Board may by resolution declare vacant the office of a Director who has been declared of unsound mind by an order of court, or convicted of a felony, or found by final order or judgment of any court to have breached a duty under California Nonprofit Corporation Law.

The Board may by resolution declare vacant the office of a Director who fails to attend three consecutive or four total Board meetings during any fiscal year unless the absences are due to mitigating factors that have been previously disclosed to and approved by the Board.

The Board may, by a majority vote of the Directors who meet all of the required qualifications to be a Director, declare vacant the office of any Director who fails or ceases to meet any required qualification that was in effect at the beginning of that Director's current term of office.

Directors may be removed without cause by a majority of Directors then in office.

Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors may be filled by majority vote of the Board of Directors or, if the number of directors then in office is less than the designated minimum of seven (7), by (a) the affirmative vote of two-thirds of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy on the Board of Directors may also be filled by unanimous written consent of the Directors then in office. Each director to fill vacancy shall hold office until expiration of term of replaced

Director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at a place to be designated within OUSD's boundaries as set forth in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. The Board shall meet at least ten times annually. At least seventy-two (72) hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall be posted in a location that is accessible to the public/constituents.

Section 17. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Chair of the Board or by a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board may be held only after at least twenty-four (24) hours' notice is given to the public through posting the call and notice of the meeting in a location that is freely accessible to members of the public and on the Corporation's website. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, as follows:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Written notice, other than notice by mail, shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Notices of special meetings of the Board of Directors sent by first-class mail shall be deposited in the United States mail at least three (3) days before the time set for

the meeting. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote of the Directors in attendance, based upon the presence of a quorum, unless a majority vote of the entire Board is otherwise required under the California Corporations Code, as specified in these bylaws. Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws. A meeting at which a quorum is initially present but due to the withdrawal of Directors, is no longer present, may not transact business; those Directors present may either (a) elect to continue as a committee or (b) adjourn to a future date. Directors may not vote by proxy.

The following actions shall require a vote by a majority of all Directors then in office in order to be effective: (a) Creation of, and appointment to, Committees (but not advisory committees) as described in Section 22; (b) Removal of a Director without cause as described in Section 11; and (c) Indemnification of Directors as described in Article 12. Directors may not vote by proxy.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee

may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of entire Board;
- b. Fill vacancies on the Board or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;
- d. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- e. Create any other committees of the Board or appoint the members of committees of the Board; or
- f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a Chair, a Vice-Chair, a Secretary, and a Treasurer.

Section 2. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board at the corporation's annual meeting and shall serve at the pleasure of the Board.

Section 3. REMOVAL OF OFFICERS. The Board may remove any officer with or without cause.

Section 4. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 5. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, by majority vote of the Board. However, in the event that the office of Chair becomes vacant, the Vice-Chair shall become the Chair for the unexpired portion of the term.

Section 6. CHAIR OF THE BOARD. The Chair of the Board shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. In the case of a tie vote, the Chair of the Board shall abstain from the vote, allowing an odd number of directors to vote on the matter. If a Chair of the Board of Directors is elected, there shall also be a Vice-Chair of the Board. In the absence of the Chair, the Vice-Chair shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 7. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The Corporation shall keep a minute book in written form which shall contain a record of all actions by the Board or any committee including (i) the time, date and place of each meeting; (ii) whether a meeting is regular or special and, if special, how called; (iii) the manner of giving notice of each meeting and a copy thereof; (iv) the names of those present at each meeting of the Board or any Committee thereof; (v) the minutes of all meetings; (vi) any written waivers of notice, consents to the holding of a meeting or approvals of the minutes thereof; (vii) all written consents for action without a meeting; (viii) all protests concerning lack of notice; and (ix) formal dissents from Board actions.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 8. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and

reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board may designate; (b) disburse the corporation's funds as the Board may order; (c) render to the Chair of the Board, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board and committees of the Board at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

Section 4. MAINTENANCE AND INSPECTION OF FEDERAL TAX EXEMPTION APPLICATION AND ANNUAL INFORMATION RETURNS. The Corporation shall at all times keep at its principal office a copy of its federal tax exemption application and, for three years from their date of filing, its annual information returns. These documents shall be open to public inspection and copying to the extent required by the Code.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the

transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. **BYLAW AMENDMENTS.** The Board may adopt, amend or repeal any of these Bylaws by a two-thirds vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the Charter, the Corporation's Articles of Incorporation, or any applicable laws.

ARTICLE XVIII

FISCAL YEAR

Section 1. **FISCAL YEAR OF THE CORPORATION.** The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

Stakeholder Involvement & Dispute Resolution

1. Stakeholder Involvement Plan and Process

At Aurum Prep we are deeply committed to ensuring that the families we serve are partners in creating a quality school for the children of deep East Oakland. Parents have a right to choose to send their children to excellent, high-performing schools, and have a right and the responsibility to participate actively in ensuring the success of their children and the school. We believe that a foundational element of creating a quality school is partnering with families to meaningfully and actively engage in their children's education.

At Aurum Prep:

- Families will be actively engaged as members of the ongoing School Site Council and Family Advisory Council.
- Parents/guardians of participating Title 1 students will have the opportunity to participate in an Annual Charter School Title 1 meeting. Aurum Prep will apply for and obtain the status Schoolwide Program.
- Families will be provided access to the school, school leaders, and classroom teachers at designated times throughout the school day to support their children's education.
- After the enrollment of a student, a home visit will be conducted with each parent/guardian and each student by the Executive Director, Principal, and/or advisory teacher.
- Families will be provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Families will be supported in their participation in monitoring their child's individual learning plan towards college readiness.

- Aurum Prep will seek to establish partnerships with effective parent engagement leaders such as Oakland Parents Together which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Conversations (both over the phone and in-person) will be arranged with individual classroom teachers, the student's instructional team, and the student's advisor. These conversations will be held on a regular basis.
- Individual parent-teacher conferences will be held every trimester to share and discuss the progress and needs of each individual student.
- Families will be encouraged to participate in an active volunteer program, so that each parent/guardian feels part of the school and understands their responsibility to the school.
- Volunteers will be eligible for monthly and annual recognition by the school for their service.
- Under no circumstances will parents be obligated to contribute a minimum number of volunteer hours. Aurum Prep shall never require a parent or legal guardian of a prospective or enrolled student to perform volunteer service or equivalent as a condition of his/her child's admission, continued enrollment, and/or participation in the school's educational activities, or otherwise discriminate against a student because his/her parent cannot, has not, or will not provide voluntary service to the school.

School Site Council: Aurum Prep will have an advisory council, the School Site Council (SSC), consisting of the Executive Director, teachers, students, and parents, as well as possible inclusion of Principals, classified staff, and community representatives. Half of the SSC will be made up of school staff, the majority of which must be teachers, and half will be made up of parents and students (this half may include elected community representatives at parents' discretion). Members of the SSC will be elected by their constituent group (teachers elect teachers, parents elect parents, and so on). The School Site Council will typically meet monthly to provide suggestions and recommendations, advising the Executive Director and/or Principal(s) on day-to-day operations and issues, including but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of the school. The SSC will meet at the school site. If requested by the Executive Director and if the subject(s) to be discussed warrant it, members of the Aurum Prep Board will attend School Site Council meetings.

Family Advisory Council: The FAC is a partnership between parents and school leaders, allowing families to highlight successes, share challenges, and contribute to the school community through fundraising, organizing parent volunteers, and developing or requesting specific workshops for parents and community members. It is a voluntary group that is open to all parents who are interested in taking part. The Executive Director, along with the elected parent liaison, will lead the parent orientation, and clearly outline the expectations for parental involvement. The Executive Director will work closely with the FAC parent representative to organize monthly meetings. During the monthly meetings, parents are invited to attend and participate in conversations with the Executive Director about the overall success of the school as well as any challenges they may be facing or improvements they would encourage.

2. Complaint Process and Dispute Resolution

Aurum Prep's Dispute Resolution Policy complies and is in accordance with all federal and state laws. Aurum Prep is the local agency primarily responsible for compliance with federal and state

laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. Therefore, the Aurum Prep Board of Directors is committed to ensuring that complaints are addressed in a uniform fashion. The aspects of this resolution policy includes:

1. Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
2. Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, childcare and development programs, child nutrition program.

Aurum Prep acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis. Aurum Prep prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The Aurum Prep Board will direct and designate the Executive Director to first receive and investigate complaints and ensure that Aurum Prep's compliance with the law. The Directors shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Directors or designee.

Notifications: The Directors or designee shall annually provide written notification of the charter school's uniform complaint procedures to students, employees, parents/guardians, the governing board, appropriate private officials or representatives, and other interested parties.

The Directors or designee shall make available copies of the charter school's uniform complaint procedures free of charge. The inclusion of this policy in this handbook meets this requirement.

Procedures: The following procedures shall be used to address all complaints which allege that the charter school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made. The stages in filing a complaint are listed below:

Stage 1 - Filing: A written complaint of supposed noncompliance by the charter school can be filed by any individual, organization, or outside party.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, charter school staff shall assist him/her in the filing of the complaint.

Stage 2 - Mediation (optional): Within five days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the charter school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3 - Investigation of Complaint: The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the charter school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The charter school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4 – Response: Option 1 - Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below, within 60 days of the charter school's receipt of the complaint.

Option 2 - Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the charter school's investigation and decision, as described in step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the board.

The board may consider the matter at its next regular board meeting or at a special board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The board may decide not to hear the complaint, in which case the compliance officer's decision shall be final. If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 days of the charter school's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

Step 5 - Final written decision: The charter school's decision shall be in writing and sent to the complainant. The charter school's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on evidence gathered.
 2. The conclusion(s) of law.
 3. Disposition of the complaint.
 4. Rationale for such disposition.
 5. Corrective actions, if any are warranted.
 6. Notice of the complainant's right to appeal the charter school's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
 7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
 8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. department of education, office for civil rights.
-

1. Evidence of Legal Structure 501c3 status

3634808

- A \$30 filing fee.
- A separate, non-refundable \$15 service fee also must be returned, if you drop off the completed form or document.

FILED
Secretary of State
State of California

OCT 15 2015

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This Source For China Use Only

Corporate Name (list all proposed corporate names. Go to www.gsa.gov/procurement/bids/bidhome.cfm for general corporate name implementation and restrictions.)

Corporate Purpose: Item 2a. Check one or both boxes. Item 2b. No longer for purpose of the corporation. It is used for other purposes for "public" purposes or for other purposes. (Apply for license or status in California.)

1. The specific purpose of this corporation is to serve as a public education provider.

③ David Hardin

1993 14-15

600 William Street Apt. 133

Oakland

CA 94612

אגודת: שפ"ק אגודת ישראל וזוהי אגודת ישראל וזוהי אגודת ישראל

007 43.468 1000000000

45

Corporate Addresses

③ 600 William Street Apt. 133

WILLIAM A. HARRIS, Secretary of the Board, 125 WEST 47TH ST., NEW YORK 19, N. Y.

Of the accessories.

2000 74

600 William Street Apt. 133

Oakland

CA 94612

Initial Mailing Address of Organization: PO BOX 1001

[illegible]

Before	After
--------	-------

Additional Statements

Additional Statements The following statements are required to obtain tax exemption from the income tax withholding system in the following states:

5 a. The corporation is organized and operated exclusively for the purposes set forth in Article 2a hereof with the meaning of Internal Revenue Code section 53(c)(3).

5. No substantial part of the activities of this corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

c. The property of this corporation is irrevocably dedicated to the purposes in Article 2a hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

6. Upon liquidation or winding up of this corporation, its assets remaining after payment or provision for payment of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable, educational and/or religious purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

This form must be signed by one incorporator. If you need more space, attach extra pages that are headed and on standard sized paper (8 1/2" x 11"). All added sheets are made part of this certificate of incorporation.

David M.
Director Sep. 1981

Did you know, too?

Make check/money order payable to: Secretary of State
Upon filing, we will return one (1) certified copy of your
and document for free, and will certify the copy upon
request and payment of a certification fee.

By Mail
Secretary of State
Bush was Erving, P.O. Box 546260
Salem, Oregon 97304-2600

Drop-Off
Secretary of State
1500 - 1st Street, 3rd Floor
Sacramento, CA 95814

[illegible]

273 California University of State
1774 W. 80th St. #1515, Los Angeles, CA 90047

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 14 2016

AURUM PREPARATORY ACADEMY INC
C/O DAVID HARDIN
600 WILLIAM ST STE 133
OAKLAND, CA 94612

Employer Identification Number:
81-1636171
DLN:
17053145319026
Contact Person: JULIE CHEN ID# 31261
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
October 26, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

AURUM PREPARATORY ACADEMY INC

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

Letter 947

B. Operating Plans & Procedures

1. Detailed Start-Up Plan

Figure 4.05: School Start Up Plan

Key	Roles			Ownership Level	
	ED = Executive Director	OM = Operations Manager	BES = Building Excellent Schools	P = Primary	S = Secondary
				C = Consultant	

* Darker color notes tasks started prior to 6/2016

Task / Planning / Timeline	ED	OM	Board	Back Office	Consultant	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017
Student Recruitment & Admissions																					
Draft recruitment plan	P					C															
Have Family Advisory Council refine recruitment plan and assist in outreach	P																				
Design marketing materials (flyers/door signs/etc.)	P																				
Design and launch website	S				P																
Promote radio ads																					
Door to Door Canvassing	P		S																		
Post flyers and leaflets in community	P		S																		
Post flyer on website	P				S																
Identify community orgs to help w/ awareness	P		S																		
Work with community orgs to generate awareness	P		S																		
Broaden recruitment efforts (advertisements, etc.)	P				S																
Claim all social media accounts on behalf of Aurum Prep	P																				
Purchase student																					

recruitment materials i.e. table, banners, pens etc.																					
Develop communication s calendar	P				C																
Task / Planning / Timeline	HOS	OM	Board	Back Off	Consultant	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017
Secure translation of press release	S				P																
Distribute press releases	P				S																
Admissions Lottery and Enrollment																					
Distribute and collect intent to enroll forms	P		S																		
Distribute and collect enrollment forms	P		S																		
Secure translator for lottery	P																				
Secure lottery announcer	P																				
Secure lottery location	P																				
Establish lottery protocol	S		P																		
Highlight lottery date on website	P																				
Post lottery date in local papers	P																				
Practice lottery protocol	P																				
Conduct admissions lottery	P		S																		
Notify families of status	P	S																			
Establish wait list and re-lottery process	P	S																			
Post notification of lottery	P	S																			
Confirm acceptances via home visits	P	S																			
Request student records	S	P																			
Receive	S	P																			

student records																					
Facilities																					
Reviewed six facilities in target community	P					S															
Ongoing facility review and visits	P					S															
Form Facility Committee on Board	S		P																		
Site schematic design and scope of work	P		S																		
Preliminary cost estimates	P				S																
General contractor preliminary interviews	P		S																		
Select top two sites	P		P			S															
Letters of Intent of top two options	P		P			S															
General Contractor RFP and selection	P		P		P	S															
Negotiate lease/purchase terms on top site	P		P																		
Begin loan conversations with lenders	P		S			S															
Project goes out for bid	P					S															
Execute lease	P																				
Task / Planning / Timeline	HOS	OM	Board	Back Off.	Consulta	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017
Close loan with project lender (if necessary)	P					S															
Project tenet improvements	S				P	S															
FFE selection and procurement	P	S				S															
Obtain Certificate of Occupancy	P	S																			
Obtain property insurance	P					S															
Staff and furniture move-in	P	S																			
Governance																					
Move from	P		P																		

[illegible]

Follow postings for Open Meeting Law																					
Develop agenda format	S		P			C															
Develop consistent format for board meeting packets (released to full board a week in advance)	S		P			C															
Develop checklist that Board members could use to evaluate each board meeting and use tool	S		P			C															
Approve formal meeting minutes	S		P																		
Task / Planning / Timeline	ED	OM	Board	Back Off.	Consultant	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017
Create mechanism to track attendance at board and committee meetings	S		P			C															
Develop board calendar and start to list critical tasks that need to happen at each board meeting	S		P			C															
Finalize mechanism for keeping hard copies of official policies	S		P			C															
Finalize comprehensive list of all policies needed prior to first day of school	S		P			C															
School Leader																					
Create a job description of ED	S		P			C															

Determine performance measures for ED	S		P		C														
Create a clear process for evaluating ED	S		P		C														
Set a salary range based on industry standards	S		P		C														
Hire Executive Director			P																
Board Development																			
Create a board development plan to include orientation of new members, retreats, workshops	S		P		C														
Host Governing Board Retreat	P		S		C														
Fund Development /Fundraising																			
Identify, cultivate and solicit potential individual donors	P		P																
Write Federal PCSP Grant	P																		
Design fundraising strategy																			
Approve board fundraising strategy	S		P																
Apply for additional start-up grants	P		S																
First and second round Frate application	P		S																
Plan and host series of events for securing donations	S		P																
Administrative																			
Data Management																			
Create filing system	P																		
Develop database for	P																		

student reporting (e.g., weekly behavior reports)																					
Develop student attendance reporting system	P																				
Procurement																					
Purchase supplies and materials for program	P																				
Secure janitorial services	P																				
Task / Planning / Timeline	ED	OM	Board	Back Off.	Consultants	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017
Family Outreach																					
Write family letter re: Parent Orientation	P																				
Mail family letter re: Parent Orientation	P	S																			
Call/visit all families re: Parent Orientation	P																				
Prepare pre-opening Parent Orientation protocol and materials	P	S				C															
Hold pre-opening Parent Orientation	P	S																			
Curriculum, Teaching and Learning																					
Curriculum Development																					
Determine instructional vision for the school	P																				
Site visits and analysis of "best practice" charter and public school models	P					C															
Attend national and local educational	P																				

conferences																				
Create plan to ensure instructional program aligns with mission/values	P																			
Identify preliminary models for core subjects	P				C															
Finalize all instructional staff job descriptions	P																			
Create and finalize curriculum plans and timelines	P																			
Create benchmarks aligned with state standards and curriculum frameworks	P				C															
Create scope and sequence for each subject	P				C															
Create and finalized Unit 1 plans for all core content	P																			
Procurement																				
Purchase materials and textbooks	S	P																		
Contract with NWEA MAP	P																			
Purchase standardized testing materials	S	P																		
Assessment																				
Define assessment strategy and timeline	P																			
Create diagnostic assessment and tools for data analysis	P																			
Conduct diagnostic testing for all students	P																			
Enter data from baseline tests	P																			
Create interim assessments math and reading	P				C															
Create	P				C															

interim assessments – science, social studies, and writing																					
Task / Planning / Timeline	ED	OM	Board	Back Off.	Consultant	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017
Instructional Program																					
Finalize student handbook	P																				
Approve student handbook	S		P																		
Finalize school calendar	P																				
Develop class configuration	P																				
Organize “Tutoring time”	P																				
Special Education (supported by CSS and INI)																					
Recruit and hire Student Support Coordinator	P			C																	
Identify and secure specific texts and materials	P			C																	
Consult with Seneca Family of Agencies	P			C																	
Identify special education student population	P			C																	
Acquire student records – IEP	P			C																	
Develop IEPs – if needed (update and review)	P			C																	
Define service requirements for all SPED students	P			C																	
School Culture and Climate																					
Determine school wide behavioral expectations	P	S				C															
Determine expectations	P	S				C															

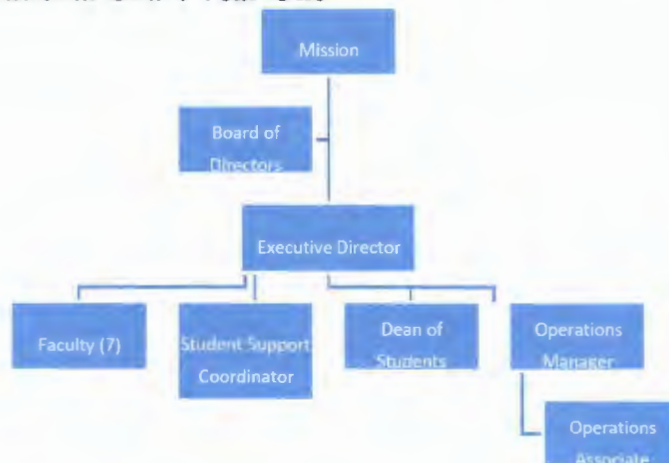
policy																						
Task / Planning / Timeline	ED	OM	Board	Back Off.	Consultant	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017	
Design process forms (purchase orders, expense forms) & policy	S	P		C																		
Appoint Treasurer	S	P																				
Develop segregation of funds policy (public/private)	S	P		C																		
Establish payroll	S	P		C																		
Develop schedule of Board financial reviews	S	P		C																		
Approve fiscal policy manual	S	P		C																		
Bid and hire back office service provider	S		P																			
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	S		S	P																		
Set up bank accounts	P		S	C																		
Define investment/savings strategy (where will excess funds be placed)	P		S	C																		
Finalize cash flow plan	P		S	C																		
Personnel																						
Develop org chart and job descriptions	P																					
Develop staff handbook	P		S																			
Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities;	P					C																

Enrollment Form																													
Design student enrollment form	P					C																							
Make enrollment form available	P																												
Post enrollment form on website and link to forms via social media	P																												
Information Sessions and Canvassing																													
Mobilize volunteers for canvassing	P		S																										
Secure locations for information sessions	P																												
Secure translator for specific info sessions	P																												
Host information sessions	P		S																										
Publicity Campaign																													
Write English press release	P				S																								
Task / Planning / Timeline	ED	OM	Board	Back Off.	Consulta	BES	6 / 2016	7 / 2016	8 / 2016	9 / 2016	10 / 2016	11 / 2016	12 / 2016	1 / 2017	2 / 2017	3 / 2017	4 / 2017	5 / 2017	6 / 2017	7 / 2017	8 / 2017								
Create various "form letters" including: 1. Postcard saying we received application; 2. Decline letter; 3. Memo of understanding (contract) about work agreement; 4.	P					C																							
Salary/benefits information sheet	P																												
Approve staff handbook																													
Have new staff fill out Employee Information forms (i.e. emergency contact)	S	P																											
Fill out forms to enroll teachers in 403B	S	P																											
Plan and hold staff orientation	P	S				C																							
Food Service																													
Issue RFP	P																												
Define requirement (# of students – any religious/individual requirements)	S	P																											
Determine food service arrangement	P	S																											
Select vendor and draft contract	P																												
Develop food service policies	P	S																											
Sign contract	P																												
Apply for grants for fresh produce program	P	S																											
Health and Safety																													
Complete all state reporting requirements	P																												
Identify first aid resources	P																												
Develop a system for record-keeping	S	P																											
Develop policy for non-	P																												

[illegible]

2. School Staffing

Figure 4.06: Organizational Chart Year One



ACADEMIC YEAR 1 – 2017 – 2018

Figure 4:07 School Staffing Model and Roll-Out

Aurum Preparatory Academy Staffing Model (6-year plan)							
Year	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Student Enrollment	0	132	264	396	396	396	396
Reading	-	1.0	2.0	3.0	3.0	3.0	3.0
Writing	-	1.0	2.0	3.0	3.0	3.0	3.0
Math	-	2.0	4.0	6.0	6.0	6.0	6.0
Social Studies	-	1.0	2.0	3.0	3.0	3.0	3.0
Science	-	1.0	2.0	3.0	3.0	3.0	3.0
Design Thinking	-		1.0	1.0	1.0	1.0	1.0
SPED	-	1.0	2.0	3.0	3.0	3.0	3.0
Total Faculty	0.00	7.00	15.00	22.00	22.00	22.00	22.00
Executive Director	0.83	1.0	1.0	1.0	1.0	1.0	1.0
Principal	-	-	-	1.0	1.0	1.0	1.0
Dean of Curriculum and Instruction	-	-	1.0	1.0	1.0	1.0	1.0
Director of Finance and Operations	-	-	-	1.0	1.0	1.0	1.0
Student Support Coordinator	-	1.0	1.0	1.0	1.0	1.0	1.0
Dean of Students	-	1.0	1.0	1.0	1.0	1.0	1.0
Operations Manager	0.25	1.0	1.0	1.0	1.0	1.0	1.0
Dean of Placement and Alumni Success	-	-	-	1.0	1.0	1.0	1.0
Dean of Recruitment	-	-	-	1.0	1.0	1.0	1.0
Operations Associate	-	1.0	1.0	1.0	1.0	1.0	1.0
Total Administrative Staff	1.08	5.00	6.00	10.00	10.00	10.00	10.00
Total Staff	1.08	12.00	21.00	32.00	32.00	32.00	32.00

3. Transportation

We will not provide transportation to and from school, and instead will locate the school in a readily accessible location. In years one through three, our additional transportation needs will be minimal. For example, Aurum Prep will not have a sports team that leaves the campus frequently. When our sports teams do leave campus, the transportation needs of all the students will be provided for by Aurum Prep. We will rent a vehicle that meets the transportation and safety needs of our children. We will ensure that students are accompanied by staff at a rate of no more than 33:1 when travelling. In addition, we have budgeted to accommodate the transportation and registration costs for students to be able to go on local and regional field trips in the middle school. Our Board will be responsible for raising funds in order for our students to be able to engage in field trips that go beyond our regional context.

4. Nutrition

All students will be provided with three opportunities to eat throughout a regular school day at Aurum Prep in the middle school. Students can eat breakfast before the official school day begins. Students will also have an opportunity to eat a snack in the mid-morning and at lunch around noon. Aurum Prep is committed to ensuring that all meals are nutritious and healthy and meet all Federal Nutritional guidelines. We are in the process of exploring which vendors will be best positioned to deliver nutritious, healthy, and quality meals. We have listed some of the vendors we are considering at this point to assist with our nutrition program:

- School Nutrition Plus
- Unified Nutrimeals
- Revolution Foods
- Meal Time
- The LunchMaster

5. Insurance

Aurum Prep is committed to securing the necessary insurance to ensure that we protect the integrity of our academic program, safety of our students and staff, and the financial sustainability of the school. We will secure the following types of insurance and project the insurance coverage amounts:

1. **Commercial General Liability, including Fire Legal Liability:** coverage of \$5,000,000 per Occurrence and in the Aggregate.
2. **Workers' Compensation Insurance:** coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000 in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability.
3. **Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned:** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service.
4. **Crime Insurance or Fidelity Bond:** coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility

for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

5. **Professional Educators Errors and Omissions Liability:** coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. **Sexual Molestation and Abuse Insurance:** coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. **Employment Practices Legal Liability:** coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. **Excess/Umbrella Insurance:** coverage with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. Insurance amounts will be determined by conducting an analysis of the following factors:

- Schools that are within the locale of Aurum Prep
- Schools that are similarly sized schools
- Schools with a similar student population

Aurum Prep is committed to proper risk management practices which include establishing a code of conduct for students and staff, screening employees and Board members, and establishing dispute resolution policies.

C. Budget/Financial Plan

1. Budget Documents

Please see **Appendix V** for all budget documents.

2. Budget Narrative

The budget was developed by the Lead Founder with the support and input of Proven Provider Building Excellent Schools, back office provider Abacus Education Partners, and founding board members. All final projections were made based upon public revenue projections and in consultation with current educational providers in California, and specifically in Oakland. The Executive Director and Operations Manager will prepare the annual budget with the support of Abacus Education Partners and will work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year and provides for a positive cash balance at the end of each year as carryover, which allows the school to withstand unexpected financial challenge.

The primary source of revenue will be funds received through our per pupil funding which is

adjusted for the middle school years in accordance with California's funding for middle school. In addition to per pupil funds, Aurum Prep has budgeted to receive Title 1 funds for qualifying students and Special Education funds for students receiving special education services, and reimbursement funding for the Federal Meals Program (breakfast, lunch, and snack). Aurum Prep understands that the funding from Title I, Special Education, and the Federal Meals Program work on a reimbursement basis and we have structured our cash flow projections accordingly. BES schools are eligible for \$325,000 in Walton Family Foundation Funds for charter school startup. Educate 78 School Design Fellows receive \$1,000 per child in school start-up funds. Our projected full enrollment is 396 students; therefore, we calculate \$396,000 in revenue from Educate 78 as part of this program, plus an additional \$95,000 in startup money that has been committed to Aurum in the startup year. The State of California still holds reserve funds for new charter schools through the CSP grant; we have budgeted \$575,000 for this program per the application guidelines that were announced in August 2016.

Funds received during the pre-operational year will be used to cover contractual expenses, including expenses to hire the Executive Director and plan curriculum with the assistance of curriculum consultants. In addition, funds will be used for recruitment of staff, office supplies, furniture, and facility acquisition costs incurred prior to opening. Aurum Prep intends to have an aggressive fundraising campaign during the pre-operational year; however, to remain conservative, we have not included projected income tied to our development goals. However, the Board has signed a Letter of Commitment, memorializing their intention to serve as a 100% giving Board of Directors. The Founding Board has agreed to donate or raise \$30,000 per year, starting in the planning year, and those committed funds are represented in the proposed budget. Should additional funds be raised during the planning year, the funds will be used to hire an Operations Manager earlier than anticipated. Going forward, funds raised will be used to purchase items such as additional office equipment and/or additional technology.

The table below outlines the financial arrangements Aurum Prep will secure.

Figure 4.08: Financial Arrangements

Organization and/or Name of Funder	Anticipated Resources	\$ and/or In-Kind Donation
Walton Family Foundation	Post-Authorization Grant	\$325,000
Educate 78	Engage and Explore and Prototype and Design Phases	\$95,000
Educate 78	Ramp and Launch Phase	\$396,000
California Department of Education	PCSGP Grant	\$575,000

Please refer to **Appendix V** for an extended Budget Narrative.

3. Compensation Plan

All compensation details within individual years as well as year to year are provided within the budget details and outlined further in the budget narrative above. All details take into account the prevailing human resources market.

4. Systems, Policies, and Processes

Internal Controls

Aurum Prep incorporates the best practices of high-performing and financially viable charter schools nationally, and has internal control procedures to prevent and detect financial fraud. Our internal controls are policies and procedures that:

- ensure assets are safeguarded
- ensure financial information is reliable
- reduce the risk of fraud and abuse
- ensure compliance with applicable laws and regulations.

Upon authorization, the Board of Directors will approve policies covering petty cash, cash receipts, bank reconciliation, accounting procedure, revenue recognition, compliance with grants, travel expenditures and reimbursement, inventory, and payment procedures—all considered integral to this area. All policies are in accordance with generally accepted accounting principles. Our standard control activities include an integrated system of approvals, reconciliations, reviews, and segregation of duties and computer system controls. Management is responsible for ensuring that internal controls are established, documented, maintained, and adhered to. All school employees are responsible for compliance with internal controls.

Budget Development and Reporting

The budget development process begins in January of the preceding fiscal year and a final proposed budget will be drafted on or before March 31 for the upcoming fiscal and academic year. The budget and three-year projections will then be presented by the Finance Committee to the Aurum Prep Board of Directors for discussion and approval during the April and May monthly meetings, prior to the end of the fiscal year. The Executive Director and Finance Committee will review monthly cash flow statements and will present comprehensive budget updates to the Board at each monthly board meeting, for a minimum of 10 times per year. The Executive Director and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. The Aurum Prep Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

A number of contingency budgets will be prepared to provide a framework in the case of an unexpected increase in expenses or cut in revenue. For example, the school will work with Abacus during the planning year to develop sensitivity analyses, which answers the question: “If variables, such as enrollment projections, increased costs of services for students with special needs, or revenue delays were to occur, what would be the effect on the budget, academic program, and operations?” Our Operations Manager, in concert with our back office provider, will ensure that we accurately and promptly send all of our financial reports to the proper entities. This process will be managed and overseen by the Executive Director and the Finance Committee.

Fund Development

As a charter school Board, we anticipate being a fund development board, and will leverage our individual and collective resources to ensure that the school has adequate funds to meet all of its short, mid-, and long-term goals. For the purposes of this budget, we have only provided those funds that we deem secure, along with a modest personal commitment from the Board itself. Given the conservative nature of our budgeting, and that we have placed our resources as close to the classroom and the needs of students with a variety of learning needs, the Development Committee

of the Board will take the lead on all fundraising initiatives, supported by the Executive Director.

5. Roles and Responsibilities of Governance and Management in School Finances

In alignment with GAAP standards, Aurum Prep segregates duties amongst management of the school and the governing Board to ensure that no single person or entity is responsible for all actions and holds all information:

Management

- Initiates a transaction (employees of Aurum Prep)
- Approves the transaction (Executive Director)
- Records the transaction (Operations Manager)
- Reconciles balances (Operations Manager)
- Handles Assets (Operations Associate)
- Has access to bank accounts (Executive Director)

Governance

- Has access to bank accounts (Treasurer and Board Chair)
- Approves purchases over \$5,000 (Treasurer and/or Board Chair)
- Reviews reports (Finance Team)
- Approves Budget (Board of Directors)

Certain tasks are divided to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). For example, an Operations Associate with physical access to cash or other moveable assets is not involved in the related record keeping.

6. Services to be Contracted

Back Office Provider

Abacus Education Partners (“Abacus”) is an experienced back office provider with a focus to provide charter schools with high quality service by providing school support services and extensive expertise. Abacus was founded with the understanding that like any small business, charter schools need capable, experienced staff with specialized operational skills in a multitude of areas. However, in order for small schools to drive the most amount of impact, their academic program and finances must be closely correlated and that happens best when finances are managed in house. Abacus gradually trains and releases their finance expertise to the operations staff of the schools as the staff matures and grows over time.

The overall Abacus service delivery is proactive, forward-looking and brings deep charter operations expertise to bear on behalf of its school partners. Abacus follows a philosophy of continuous improvement. It determines client requirements, expectations, and preferences by working closely with its school partners throughout the year. Abacus is a national service provider and has successfully helped schools to manage their finances in California. We anticipate that services with Abacus will cost \$50,000 in our first year of operation. Though our back office provider, we will secure our auditing services. While it is our intention to work with Abacus, Aurum Prep will conduct a request for proposal for this (and other) major purchases and services through which our Board will evaluate the following criterion and questions:

- **Physical Requirements:** To what degree does this proposal meet stated physical solution requirements (for hardware and/or software)?
- **Service Requirements:** To what degree does this proposal meet stated service requirements?
- **Pricing:** How does the proposed price compare to the (a) planned budget and to (b) other proposals?
- **Terms & Conditions:** To what degree does the proposal meet stated contractual terms and conditions?
- **Skills & Abilities:** Does the bidder have the necessary skills and abilities to deliver this proposal?
- **References:** Does the bidder have a proven track record in this type of project?

Element 5: Employee Qualifications

In accordance with Education Code section 47605(1) Aurum Preparatory Academy will:

- Ensure credentials equal to those required by the district as applicable by required by law for Core and College prep courses.
- Ensure teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(1) and the applicable provisions of ESSA.
- Ensure no discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law
- Ensure that the Charter is a School of Choice and no employee will be forced to work there
- Comply with all applicable state and federal laws regarding background checks and clearance of all personnel
- Comply with all State and federal laws concerning the maintenance and disclosure of employee records.
- Comply with all State and federal mandates and legal guidelines relative to ESSA

Operations Capacity

Given the rigorous expectations and oversight necessary to ensure both the academic and organizational health of Aurum Prep, we have developed a high caliber, diverse, and well-trained founding team. Our founding team is critical to Aurum Prep's success and has a breadth of experience that will allow Aurum Prep to serve the community, parents, and families in the ways we have heard during the listening tour. We have a team that represents the community with experienced educators from OUSD, former students and graduates of OUSD schools, and many residents in the Oakland community.

1. Founding Team's Qualifications

Our founding team possess the capacity to ensure that Aurum Prep delivers and sustains a strong academic program, one of whom has been a founding Principal and currently supports and coaches principals in the Oakland Unified School District. We have three members on our board who have experience in education. Our Academic Achievement Committee will ensure that Aurum Prep remains in accordance with the goals set forth in the Assessments section of this application, and the ambitious goals we have laid out across all years of the charter term. Our Executive Director has served as a Teacher, Department Chair, Accounting Supervisor, Manager of Teacher Leadership and Development, and a Fellow with Building Excellent Schools and Educate78. Through the prestigious BES Fellowship, he has studied the highest performing charter schools in the country to inform the school design of Aurum Prep and has worked closely with school leaders of high performing charter schools. As a Fellow in the Educate78 School Design Lab, Mr. Hardin has been trained in the process of design thinking. He has engaged extensively with multiple community members and Oakland schools to study and understand the complexities, assets, and needs of the local landscape.

In year one, the Executive Director will hire and make staffing decisions. Our teacher evaluation process embodies the following core principles of evaluation¹⁵¹:

- Evaluations provide educators with a system of frequent and constructive feedback that support continuous improvement among our teachers and students.
- Supporting teachers' individual strengths and development needs results in improved instruction and student learning.
- Recognizing and learning from our most effective educators improves instruction, recruitment, retention, and training across the academic environment.
- Combining observation data with student data generates a complete view of a teacher's effectiveness in the classroom.

Our system for the annual evaluation of every teacher ensures full alignment to our mission and schools goals, including multiple measures for looking at performance and providing a way to individual both support and recognition for educators.

Figure 5.01: Teacher Evaluation Criterion

Component	Strands
Instruction	Establishing learning Expectations and Student Engagement
	Use of Instructional Strategies
	Researching the Range of Learners in a Classroom
	Pace of Instruction
	Classroom Environment
Assessment	Classroom Assessments
	Checking for Understanding and Responsiveness to Daily Student Learning
	Ability to Analyze Assessment Results
	Appropriateness of Response to Assessment Results
	Students' Level of Growth on Aurum Prep Assessments
Curriculum	Curriculum Plans
	Lesson Design
	Lesson Materials
	Modification of Materials for Students with Special Needs

¹⁵¹ Tennessee Education Acceleration Model <<http://team-tn.org/>>.

Classroom Management	Classroom Tone: Strong Voice and Positive Framing
	Alignment with School Culture
	Classroom Procedures and What to Do
	Level of On Task Behavior and 100%
	Ability to Refocus a Class and Do It Again
	Dealing with Challenging Situations and Students
	Relationships with Students
Professionalism	Relationships with Families
	Relationships with Colleagues/School
	Additional Contributions and Responsibilities
	Timeliness (School Day, Classes, Meetings)
	Urgency
	Ability to Meet Deadlines
Professional Development	Professional Dress and Attitude
	Professional Development Participation and Implementation
	Openness to Feedback

Aurum Prep is also committed to the continual development of its leadership and holds its leadership to high standards as well. The Board of Directors, ultimately accountable for the realization of the school's mission, is responsible for overseeing the Executive Director and evaluating him/her annually through a comprehensive evaluation process.

Three inputs inform the evaluation:

1. Academic Program Success
2. Business, Operations, and Compliance
3. Governing Board and Executive Director Communication

Information on these data points come from the following sources:

1. Written self-evaluation from the Executive Director
2. School's Accountability Plan and evaluation metrics
3. Confidential Board, staff, and family surveys

4. An external audit of school performance (completed through a Building Excellent Schools Annual Audit, or through an audit performed by a Charter Authorizer, annual Fiscal Audit)

The evaluation report is presented in two components:

1. The **narrative** synthesizes all of the information gathered based on the evaluation criteria: academic program, business and operations, and governance. The narrative identifies at least three strengths and successes and three areas where improvement is needed based on information gathered as part of the evaluation process. The narrative also presents the evidence for its findings and conclusions and includes significant quotations from board, staff, families (without attribution) as well as other relevant data points.
2. The **rubric** is aligned to the school's accountability plan. It presents the school's quantitative progress against accountability goals using neutral language or numbers when appropriate.

Process

Annually, the Board will convene an Executive Director Evaluation Committee which consists of three members, including the Board Chair. Board members from both the Academic Achievement Committee and the Finance Committee must be represented on the Evaluation Committee. Functioning like any other committee, members gather information, create reports, and share information with the Board. Upon presentation from the committee and Board approval, the chair shares the evaluation with the Executive Director. All evaluations represent the collective voice of the Board of Directors.

Annual Cycle

- **October:** Board Chair convenes and chairs Executive Director Evaluation Committee to compile and present the evaluation of the Executive Director to the Board.
- **November:** Evaluation Committee refines evaluation tools and submits for approval to the Board. Evaluation Committee requests of Leader and Board approves templates for family surveys.
- **December:** Evaluation Committee distributes mid-year board survey to Board on December 1 and collects survey on December 15. Appropriate management staff member (not Leader) distributes mid-year family survey on December 1 and collects surveys on December 15. Leader provides Board with summative collation of all family feedback and number of responses.
- **January:** Board Chair meets with the Executive Director to review progress toward evaluation goals and verbally share informal feedback from Board of Directors and families.
- **April:** Evaluation Committee has the following responsibilities: (1) Administer and collect staff survey; (2) Administer and collect board survey; (3) Administer and collect family survey; (4) Administer and collect end-of-year self-evaluation from Executive Director; (5) All information must be collected by May 1.
- **May:** Evaluation Committee has the following responsibilities from May 1 to May 15: (1) Create evaluation report; (2) Present evaluation report to Board in Executive Session.

- **June:** Board Chair presents evaluation report to the Executive Director.

Figure 5.02: Executive Director Evaluation Criterion

Review Area	Primary Responsibility	Measurement Criteria	Areas of Strength	Areas for Development
Domain 1: Academic Program				
Student Conduct	Oversee development of school culture and student adherence to the Student Code of Conduct	Behavioral and disciplinary systems in place with clear and consistent rewards and consequences to respond effectively to student behavior. Clear decline can be seen over the course of the year in the number of checks or deductions, suspensions, and expulsions accrued by students.		
Character Education Program	Acquire and retain outstanding faculty members	Start school year 100% staffed. Retain strong teachers for the full school year. Identify staffing needs FY (insert next year). Recruit and hire 90% of staff for (insert next year) by July 31 of (insert date).		
Student Supports		Positive feedback obtained from staff survey.		
Professional Development	Provide quality professional development	All teachers have developed professional goals for each trimester in conjunction with the ED. Once a month, faculty discuss best practices. Each teacher's classroom performance has been evaluated two times by ED.		
Core Educational Program	Oversee design and implementation of the core educational component of school design	Core educational component of school design in place at start of school year.		

Parent Satisfaction Parent Satisfaction Parent Participation Community Partners Compliance	Oversee annual parent satisfaction survey	90% return rate on the parent survey.
	Achieve high parental satisfaction	80% of parents report that they are "satisfied" or "extremely satisfied" with their child's academic and personal development.
	Achieve high parent participation	75% of parents attend a school-sponsored event during the course of a year.
	Oversee dissemination of best practices	Disseminate best practices to other schools and educational community.
	School complies with all relevant federal, state, city guidelines	School receives no citations for federal, state, or city noncompliance.
Domain 3: Board and Executive Director Communications		
Board	ED works well with the Board	ED attends all Board meetings, communicates effectively throughout and between all meetings, and presents all requested information to the Board in a timely manner.

Teacher Credential Verification

All teacher candidates will be required to possess a valid teaching credential with an appropriate authorization for their assignment. All credential documents will be verified with the California Commission on Teacher Credentialing (CCTC) by the Operation Associate. The applicant's credential subject authorization must meet state and federal (NCLB/ESSA) requirements to teach the subject that he/she is being hired to teach. Since Aurum Prep supports the employment of university intern eligible candidates, we will work very closely with the university in question to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and federal (NCLB) requirements, and that the applicant is able to complete the teaching credential program within two years. Teachers will also be required to possess an English Learner Authorization, which is either embedded in their credential or an added authorization.

Work Agreements

Employees' job duties and work basis will be negotiated in individual agreements. General job descriptions have been developed for all positions, including certificated and classified staff. Salaries are competitive with those of OUSD. All employees are considered to be "at-will"

employees.

2. Organization's Capacity and Experience with Facilities

Aurum Prep's founding team also possesses experience with facilities management and acquisition. Specifically, Joey Weinstein-Carnes was the former Director of Facilities for the California Charter Schools Association. In this role, he successfully worked with several charter schools in the Bay Area to meet their facility needs, and he will work closely with the Executive Director to advise him on the facility process. As a Building Excellent Schools Fellow, proposed Executive Director David Hardin will receive support on facility management and acquisition through Mike Ronan, Senior Advisor of Strategy and System with BES and who has helped over 20 charter schools acquire and renovate their facilities.

In addition to the founding team, Aurum Prep is working with proven charter school partners Abacus Education Partners to provide back-office support and financial oversight. As part of the Building Excellent Schools Fellowship, Lead Founder and proposed Executive Director David Hardin has received 40+ hours of financial training with Abacus Education Partners, formerly Abacus Charter School Consulting, LLC¹⁵², on best practices in charter financial management and operational efficiency. He and the Aurum Prep Finance Committee have extensive experience in the fields of accounting and finance. Members on the finance team have directly worked with charter school budgets in the past.

At Aurum Prep we believe that parents have a right to choose to send their children to excellent, high-performing schools and have a right and responsibility of ensuring the success of their children. Aurum Prep understands the importance of active community, family, and parent engagement and therefore our Founding Board has worked closely with our Family Advisory Council to ensure that we not only have the support of the community but also their input. Our listening tour has engaged with over 200 community members and our Family Advisory Council is actively working alongside of our Board in our outreach efforts with the community.

Employee Positions and Qualifications

1. List of All Staff and Organizational Chart

Figure 5.03: Aurum Preparatory Academy Staffing Model

Aurum Preparatory Academy Staffing Model (6-year plan)							
Year	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Student Enrollment	0	132	264	396	396	396	396
Reading	-	1.0	2.0	3.0	3.0	3.0	3.0
Writing	-	1.0	2.0	3.0	3.0	3.0	3.0
Math	-	2.0	4.0	6.0	6.0	6.0	6.0
Social Studies	-	1.0	2.0	3.0	3.0	3.0	3.0
Science	-	1.0	2.0	3.0	3.0	3.0	3.0
Design Thinking	-		1.0	1.0	1.0	1.0	1.0
SPED	-	1.0	2.0	3.0	3.0	3.0	3.0

¹⁵² An organization specializing in providing back-office financial for charter schools.

Total Faculty	0.00	7.00	15.00	22.00	22.00	22.00	22.00
Executive Director	0.83	1.0	1.0	1.0	1.0	1.0	1.0
Principal	-	-	-	1.0	1.0	1.0	1.0
Dean of Curriculum and Instruction	-	-	1.0	1.0	1.0	1.0	1.0
Director of Finance and Operations	-	-	-	1.0	1.0	1.0	1.0
Student Support Coordinator	-	1.0	1.0	1.0	1.0	1.0	1.0
Dean of Students	-	1.0	1.0	1.0	1.0	1.0	1.0
Operations Manager	0.25	1.0	1.0	1.0	1.0	1.0	1.0
Dean of Placement and Alumni Success	-	-	-	1.0	1.0	1.0	1.0
Dean of Recruitment	-	-	-	1.0	1.0	1.0	1.0
Operations Associate	-	1.0	1.0	1.0	1.0	1.0	1.0
Total Administrative Staff	1.08	5.00	6.00	10.00	10.00	10.00	10.00
Total Staff	1.08	12.00	21.00	32.00	32.00	32.00	32.00

Figure 5.04: Staffing Organizational Chart



2. Employee Positions, Job Descriptions, and Qualifications

Job Requirements: All staff must possess a firm belief in our mission and core instructional beliefs, exemplary personal character, and critical professional qualifications. Ideal candidates for employment at Aurum Prep, regardless of their position, will consistently demonstrate:

- Unwavering belief in and commitment to fulfill Aurum Prep's mission
- Embodiment of our FIRST character values— **Focus, Integrity, Respect, Self-determination, and Team**
- Unwavering belief that closing the achievement gap in education requires great teachers implementing data-driven instruction, creating lessons that require hard work, and keeping laser focus on results
- Ability to prioritize and manage multiple tasks

- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance feedback
- Modeling lifelong learning by engaging in individual professional development
- Commitment to academic excellence and high standards – for themselves, their students, and their colleagues
- Experience working with urban populations
- Strong oral and written communication skills
- Proficiency in basic Microsoft Office Applications
- Regular, punctual attendance and professional appearance
- Appropriate California credentials and qualifications as required by state and federal law
- Knowledge of Common Core State Standards, literacy testing/programming, cross-curricular instruction (preferable)

Compensation: We are confident that teachers will choose to work at Aurum Prep based on our ambitious and urgent mission, professional and team-driven work environment, and the continuous opportunity for professional growth. We will also offer salaries competitive with the district and other charter schools. Due to our high expectations, longer hours, and the high quality teachers we intend to employ, all beginning teachers at Aurum Prep will earn a higher salary than that provided to beginning teachers in the Oakland Unified School District (OUSD) as determined by the 2014 – 2017 contract and salary schedule between the OUSD and the Oakland Education Association. On average, teachers will earn more than their district counterparts. For the purposes of our budget, we assume that the average teacher will make approximately \$47,000. In addition to these salaries, we will offer competitive health, vision, dental, and short term/long term disability insurance.

Career Growth Opportunities: Because we will be growing each year, there will be frequent opportunities for professional growth. At the beginning of each school year, each staff member and his/her coach will create a professional growth plan and set out benchmarks by which to measure progress. Each year there will be opportunities for growth into leadership as a Master Teacher or Department Chair in the middle school. In Year 1, the administrative team (Leadership Team) will consist of the Executive Director, Student Support Coordinator, and Operations Manager. Outlined below are the qualifications and responsibilities of each administrative team member.

Executive Director: The Executive Director is responsible for managing the day-to-day operations of Aurum Prep and is overseen by the Board. The Executive Director is charged with setting the vision and direction of the organization in partnership with the Board of Directors, and holds the responsibility to hire, supervise, grow, and evaluate all members of the staff, and as the staff grows over time, to delegate supervision of individual roles appropriately. Each year the Executive Director receives an annual evaluation from the Board of Directors based on the academic and organizational success of the school and the degree to which the school has met the goals and metrics outlined in the school's accountability plan and any additional goals agreed upon by the Board of Directors. The Executive Director reports directly to the Board and is the only staff member to do so.

Executive Director Qualifications:

- Strong commitment to, belief in, and alignment with school's mission and vision.
- Experience in leadership and management of both adults and students.

- Minimum of Bachelor's Degree; Master's or Advanced Degree preferred.
- Ability to assess data, find trends, and use information to make strategic decisions.
- Knowledge of or experience in education, finance, governance, management, or law.
- Experience in budgetary planning, accounting, and effective allocation of school resources.
- Exceptional verbal and written communication skills.
- Strong organizational skills and ability to multi-task.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Executive Director Responsibilities:

- Create, monitor, and sustain school culture of academic excellence through consistent implementation of systems, rituals, and structures to maximize student learning.
- Manage and work closely with the Dean of Curriculum and Instruction and Principal(s) as hired on all job responsibilities associated with the positions.
- Manage the Dean of Curriculum and Instruction, Student Support Coordinator, Dean of Students, Operations Manager as well the relationship with Abacus Education Partners as the back-office support.
- Lead all student Community Circles in coordination with the Dean of Students.
- Lead all staff development and administrative meetings in coordination with the Dean of Curriculum and Instruction and Principal(s) as hired.
- Manage and direct recruitment, hiring, and retention of all staff members, including salary, contract, and benefit orientations.
- Draft and provide evaluations of all staff members.
- Coordinate lottery, admissions, enrollment, and waitlist procedures for the school.
- Lead orientation, training and evaluation of all staff members.
- Implement all student discipline, code of conduct, and behavior standards in conjunction with other administrative and teaching staff.
- Review all student report cards before disbursement to families, or delegate to appropriate staff upon school growth.
- Serve as primary spokesperson for school to both internal and external constituents including media, community members, parents, political leaders and representatives, and visitors.
- Support and work with all Board committees as well as provide information, data, reports, and context necessary to assist in effective governance of the school.
- Manage and allocate school resources, including financial resources, in alignment with values of school; work with Abacus Education Partners and Operations Manager to evaluate the accuracy of all financial documents.
- Overseeing the implementation of all fiscal policies and procedures including segregation of duties.
- Establishing annual budget and ensuring a healthy cash flow for each year of school operation.

- Supervise and monitor daily inputs and outputs of school including accounts payable and receivable, cash receipts and disbursements, payroll/benefits, taxes, staff, and school supplies.
- Work with Operations Manager and Dean of Curriculum and Instruction to prepare or oversee and submit required reports, evaluations, and data to all external and funding sources.
- Continue to develop a financial plan for school's capital needs in order to secure permanent facility for school.
- Develop and execute fund development strategy as it relates to raising funds in the community.

Dean of Curriculum and Instruction ("DCI"): Under the direct supervision of the Executive Director, the DCI is accountable for implementing and supporting the educational program, including all curriculum and assessments, as outlined is executed with fidelity each day. The DCI serves as the direct supervisor for all general education teachers in the school and informs their annual evaluation process. The DCI reports directly to the Executive Director and to the Principal as hired.

DCI Qualifications:

- Strong commitment to, belief in, and alignment with mission and vision of school.
- Minimum of three years working in urban education with history of significant gains in student performance and/or growth.
- Bachelor's Degree Required, Master's Degree preferred.
- California state teacher credential and Highly Qualified status.
- Experience in leadership and management of both adults and students.
- Ability to assess data, find trends, and use information to make strategic decisions.
- Strong knowledge of Common Core and California Standards in relevant grades/subjects.
- Knowledge of national content standards.
- Exceptional verbal and written communication skills.
- Strong organizational skills and ability to multi-task.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

DCI Responsibilities:

- Embody mission, vision, core beliefs and strategic direction of the school.
- In consultation with Executive Director and Principal as hired, help to develop and monitor curriculum (scope and sequence, planning, etc.) that maximizes and enhances student learning in all core subjects and is aligned to national and state standards as required and aligned to our mission.
- Plan and implement staff professional development sessions as needed, and coordinate professional development sessions from outside resources.
- Serve as instructional coach for the faculty through regular observations, feedback, meetings, and additional metrics of support in order to provide a quality instructional program to students within the context of a disciplined school culture.
- Research and develop best practices to be implemented and supported in school.

- Analyze student achievement data as well as teacher performance data on variety of metrics, both quantitative and qualitative, and use information to collaborate with Executive Director and Principal as hired on strategic plan and short- and long-term vision for school.
- Coordinate and manage administration of all standardized student assessments and evaluations, including state assessments, interim assessments, and nationally normed assessments.
- Review report cards for every student and provide feedback to teachers before review by Executive Director and Principal as hired.
- Co-manage assigned aspects of school-wide routines such as lunch procedures, bus timetables, and before and after-school plans.

Dean of Placement and Alumni Success (“DOPS”): The DOPS is responsible for ensuring that all Aurum Prep students find a high school that provides them with the best opportunities for success in college and career. The DOPS works with the Executive Director to find and secure grants and scholarships for our students. The DOPS will build relationships with the local and national high performing high schools that are in alignment with the mission and vision of Aurum Preparatory Academy. The DOPS will work to align our college preparatory curriculum in a way that will drive long term success for our students. The DOPS reports directly to the Principal in Y3.

Dean of Placement and Alumni Success Qualifications:

- Strong commitment to the mission and vision of Aurum Preparatory Academy
- Experienced public speaker
- Well-developed technical and persuasive writer
- Personal and professional integrity
- Ability to write and speak in Spanish preferred
- Strong attention to detail
- Energy and entrepreneurial spirit for a start-up charter school

Dean of Placement and Alumni Success Responsibilities:

- Support all students and families through the high school application and placement process starting when the student is in sixth grade
- Provide tutoring to students as a resource to the Student Supports Coordinator
- Organize high school visits for students, communicate with admissions liaisons for local scholarship programs, public, charter, and independent schools, lead high school placement test prep and administration, and facilitate all high school and scholarship applications.
- Communicate with and support alumni through high school experience
- Report to Executive Director to give feedback on alumni performance

Dean of Students (“DOS”): The DOS is responsible for ensuring that the highly structured culture of joy and urgency is maintained at all times. The DOS works with the Executive Director to issue positive and negative consequences across the school campus. The DOS works to support the teachers in creating an environment that eliminates off-task behaviors, and encourages students to maximize their learning time with positive incentives. The DOS works to engage families in the mission and vision of Aurum Preparatory Academy. The DOS reports directly to the Executive

Director until a middle school principal is named. At that point, the DOS would report to the principal.

Dean of Students Qualifications:

- Strong commitment to, belief in, and alignment with mission and vision of the school.
- California state teacher credential or certification eligibility.
- Minimum of a Bachelor's degree.
- At least one year of experience managing student needs as a counselor or similar role.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Dean of Students Job Responsibilities:

- Provide leadership to all staff and students in establishing a positive, structured, achievement-oriented, and joyful school culture.
- Lead the school's efforts to cultivate joy in the school.
- Coach teachers to improve their instructional practice, especially as it relates to issues of preparing middle school students for high school.
- Ensure that ALL students have excellent attendance and come to school on time; keeping extremely accurate attendance records and working aggressively with students and parents to ensure excellent attendance.
- Be highly present and visible during school hours, relentlessly ensuring the school has an amazing school culture.

Dean of Recruitment ("DOR"): The DOR is responsible for ensuring that we maintain our target enrollment goals and that we are continually filling our teacher pipeline with high capacity talent. The DOR works with the Operations Manager and Operations Associate to refine and execute both our student and staff recruitment process. The DOR works to engage families and potential staff in the mission and vision of Aurum Preparatory Academy. The DOR reports directly to the Executive Director until a Director of Finance and Operations is named. At that point, the DOR would report to the Director of Finance and Operations.

Dean of Recruitment Qualifications:

- Strong commitment to, belief in, and alignment with mission and vision of the school.
- Minimum of a Bachelor's degree.
- At least one year of experience in community outreach or human resources.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Dean of Recruitment Responsibilities:

- Provide a timetable with detailed benchmarks, goals, and strategies for Aurum Prep's student and staff recruitment process.
- Lead the school's efforts to reach out to community partners.

- Ensure that ALL students and staff have excellent retention and work to align expectations with staff and students during the recruitment and onboarding process.
- Facilitate and manage the onboarding process for students and staff throughout the year.

Director of Finance and Operations: The Director of Finance and Operations (“DFO”) is responsible for ensuring the fiscal and operation integrity of the school. The Director of Finance and Operations manages all non-instructional staff with the goal of increasing efficiency and maximizing instructional capabilities and capacity. The (“DFO”) will ultimately manage and oversee the financial, compliance, and regulatory aspects of Aurum Preparatory. The DFO will report directly to the Executive Director.

The Director of Finance and Operations Qualifications:

- Strong commitment to, belief in, and alignment with mission and vision of school.
- Possession of, at minimum, a Bachelor’s degree (Master’s Degree Preferred).
- Minimum of five years of experience in operations and finance preferred.
- Proficiency or advanced knowledge in Microsoft Excel and Access, Quick Books and other financial management and human resources software (required).
- Knowledge of school finance, budgetary planning, and accounting principles (required).
- Excellent data management and reporting abilities.
- Demonstrated ability to refine systems and think holistically.
- Prior leadership roles with demonstrated strong results.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Director of Finance and Operations Responsibilities:

- Create and maintain high standards of financial management and oversight with regard to budgets, cash flow statements, expenditures and revenues.
- Ensure compliance with generally accepted accounting principles as well as all other requirements (federal, state, local, and suggested).
- Prepare all financial reports to the Board of Directors for review.
- Provide bookkeeping services to school using provided financial and accounting software.
- Provide regular feedback to Executive Director on tools and resources that may strategically improve financial management.
- Supervise all non-instructional staff on both operational and financial matters.
- Research and apply to grants in accordance with general school guidelines, and manage disbursement and reporting of activities in collaboration with Executive Director.
- Prepare and submit all relevant reports, evaluations, and data to both internal and external agencies, funding sources, and parties.
- Report to and collaborate with Executive Director and interface with external back office support throughout budgetary process including establishment of priorities and maintenance of financial outputs on daily and/or weekly basis.
- Coordinate food service bids and contract for all student meals and snacks in conjunction with vendor selected and with Executive Director.

- Coordinate and implement strategy for teacher and student recruitment in collaboration with Executive Director.
- Oversee operational and financial audits both internally and externally to ensure the school is operating at a high caliber.
- Provide verbal and written financial report at all Board of Directors Finance Committee meetings, in coordination with Executive Director.
- Serve as the liaison to the school's parent organization.

Operations Associate: The Operations Associate is hired by the Executive Director and reports directly to the Operations Manager. He/she assists the Operations Manager in implementing the systems and structures in place for the day-to-day running of the school. The Operations Associate provides support to the Operations Manager, overseeing the day-to-day school office activities, monitoring assigned activities, and providing information, recommendations and/or directions as may be requested.

Operations Associate Qualifications

- High school diploma required; some college credits preferred
- Commitment to upholding and implement Aurum Prep's mission
- Steadfast belief that all students deserve access to a rigorous, college-preparatory curriculum and ultimately, access to a college of their choice
- Initiative and strong work ethic
- Professional demeanor and strong interpersonal skills
- Detail-orientation
- Fluent written and spoken Spanish required

Operation Associate Job Responsibilities

- Support Operations Manager in maintaining an organized, highly detailed account of all invoices, receipts, and transactions
- Maintain non-instructional supplies
- Assist in student recruitment and enrollment
- Create a welcoming front office environment for students and families
- Monitor petty cash receipts and documentation
- Coordinate the food services for the school
- Monitor the front desk and main school phone line
- Manage student file system
- Complete other tasks and duties as required by the Operations Manager and Executive Director
- Assist the Operations Manager in maintaining school's student information system
- Assist with school-wide projects

Operations Manager: The Operations Manager is responsible for ensuring the school's systems and routines are executed at a high level each day. The Operations Manager walks the facility each day to ensure all technology and facilities issues are addressed efficiently. The Operations Manager handles external partnerships, including but not limited to, (1) food service, (2) mail, (3) back-office coordination, and (4) technology. The Operations Manager and back office provider

report directly to the Executive Director. Once a Director of Finance and Operations is selected, the Operations Manager will report to the DFO. At this time, Aurum Prep is working with Abacus Partners on all financial documents prepared in this application.

Operations Manager Qualifications:

- Strong commitment to, belief in, and alignment with mission and vision of school.
- Possession of, at minimum, a Bachelor's degree.
- Minimum of three years of experience in operations and finance preferred.
- Proficiency or advanced knowledge in Microsoft Excel and Access, Quick Books and other financial management and human resources software (required).
- Knowledge of school finance, budgetary planning, and accounting principles (required).
- Excellent data management and reporting abilities.
- Demonstrated ability to multitask effectively and prioritize strategically.
- Prior leadership roles with demonstrated strong results.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

Operations Manager Job Responsibilities:

- Create and maintain high standards of financial management and oversight with regard to budgets, cash flow statements, expenditures and revenues.
- Ensure compliance with generally accepted accounting principles as well as all other requirements (federal, state, local, and suggested).
- Provide bookkeeping services to school using provided financial and accounting software.
- Provide regular feedback to Executive Director on tools and resources that may strategically improve financial management.
- Supervise daily accounting of school including accounts payable and receivable, cash receipts, payroll and benefits, general ledger, taxes, and allocation of non-financial resources.
- Research and apply to grants in accordance with general school guidelines, and manage disbursement and reporting of activities in collaboration with Executive Director.
- Prepare and submit all relevant reports, evaluations, and data to both internal and external agencies, funding sources, and parties.
- Report to and collaborate with Executive Director and interface with external back office support throughout budgetary process including establishment of priorities and maintenance of financial outputs on daily and/or weekly basis.
- Coordinate food service bids and contract for all student meals and snacks in conjunction with vendor selected and with Executive Director.
- Coordinate and implement strategy for teacher and student recruitment in collaboration with Executive Director.
- Oversee resources provided to all staff, including classroom resources, copy machines, phones, computers and technology.
- Provide verbal and written financial report at all Board of Directors Finance Committee meetings, in coordination with Executive Director.
- Serve as the liaison to the school's parent organization.

Student Support Coordinator (“SSC”): The SSC is responsible for ensuring that all student subgroups (EL, SPED, academically struggling) are reaching their goals within the least restrictive environment and in accordance with their IEPs as applicable. The SSC works with the DCI and Principal as hired to create individualized remediation plans for all students that are not achieving their academic goals. This includes, but is not limited to: (1) creating small group instruction opportunities, (2) facilitating Saturday School, (3) conducting home visits, and (4) presenting weekly reports to the faculty about our at-risk students. The SSC reports directly to the Executive Director.

SSC Qualifications:

- Strong commitment to, belief in, and alignment with mission and vision of the school.
- California state teacher credential or certification eligibility.
- Minimum of a Bachelor’s degree.
- California certification in special education.
- Minimum of one year working in urban education with a history of significant gains in student performance and/or growth.
- Experience in writing excellent Individual Education Plans (IEPs) and communicating the contents in an accessible way to multiple audiences.
- Experience compiling and managing special education reporting data.
- Excellent verbal and written skills.
- Experience or familiarity analyzing data and using data to inform decisions and/or instruction.
- Strong organizational skills.
- Openness to feedback, desire to continue development as professional, and willingness to take responsibility for student outcomes and achievement.
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation.

SSC Responsibilities:

- Draft and revise IEPs as necessary to ensure needs of special education students are being served.
- Deliver instruction using variety of targeted learning modalities in order to develop necessary skills (motor, language, cognitive, memory) using methods to enhance student achievement.
- Maintain detailed student IEP and 504 records according to state and federal guidelines.
- Provide daily tutoring to special education and other students, in individual or small group settings.
- Work with contracted service providers to ensure all IEP requirement are met and that all students are being effectively support to reach their goals.
- Embody mission and vision of school.
- Create standards-aligned curriculum including scope and sequence, annual plan, unit plans, and lesson plans; develop interim, midterm, and final assessments as needed.

- Develop and implement ambitious, and standards-aligned lesson plans targeted with end goal of student performance at or above grade level expectations.
- Teach and enforce school-wide systems, rules and consequences, disciplinary codes, and rewards at all times.
- Provide engaging, motivating, and rigorous instruction in whole-class and individual settings.
- Provide academic support and tutoring to small groups or individual students as needed/scheduled.
- Analyze student achievement data in collaboration with Dean of Curriculum and Instruction, Principal as hired, and Executive Director.
- Implement data tracking system and use data to inform instructional development and delivery.
- Communicate regularly and proactively with students and families.
- Draft student report cards and revise as required.
- Collaborate with other staff members and actively participate in all professional development and learning activities.
- Work to continuously improve effectiveness on in all instructional practices, using school's teacher performance rubric as a guide.

Principal: The Principal will be hired in year 3 and will be responsible for providing instructional leadership to teachers and support staff within the middle school academy to ensure the ultimate academic success of the school. The Principal is responsible for overseeing and supporting teachers, will take over the supervision and evaluation of teachers, and reports directly to the Executive Director. An ideal candidate will have at least 5 years of instructional knowledge and success.

Principal Qualifications:

- CA teaching credential, highly qualified according to NCLB, and demonstrated expertise
- Administrative credential favorably considered
- Knowledge regarding California State Standards including Common Core
- Experience in education, strategic planning, and staff development
- Marked success with quantifiable and objective student performance gains that surpass state and local district averages
- Experience having led teachers preferred
- Experience having developed and led professional development preferred
- Detail-oriented, organized professional with ability to manage multiple priorities
- Bachelor's Degree required; Master's or advanced degree preferred

Principal Responsibilities:

- Commit to the mission and vision of the school.
- Mediate and manage conflicting demands of the teaching staff.
- Be highly organized and self-sufficient.
- Differentiate training and action plans for teachers with varying degrees of expertise and performance.
- Set and monitor the teaching schedule for the core faculty.

- Develop school systems and structures that maximize student learning.
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards.
- Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators through an academic achievement dashboard.
- Monitor the grading policy.
- Design the school's academic standards, benchmark assessments, and curriculum.
- Coordinate the administration of the CAASPP, ELPAC (both Initial Identification Assessment and Summative Assessment), and other state and national norm-referenced tests.
- Implement and run professional development for teachers.
- Make weekly reports to the Executive Director regarding academic and school culture data, as well as the professional development progress of staff.
- Supervise, provide feedback to, train, and evaluate teachers.

Teachers: Teachers are the most critical lever that Aurum Prep has to ensure the success of the academic program and student achievement. Teachers will report to the Executive Director; once Principal is in place, they will report directly to the Principal.

Teacher Qualifications:

- Bachelor's Degree
- NCLB Highly Qualified
- CA teaching credential highly qualified according to NCLB
- Two years of urban teaching experience preferred
- Highly professional
- Willingness to engage in frequent dialogue and to be self-reflective with regard to teaching practices
- Commitment to analyzing student data to push student achievement forward
- Ability to work with a variety of learning abilities and differentiate for those students with special needs and English Learners
- Successful classroom manager who firmly believes that a structured environment and high behavioral expectations for all students lead to student achievement

Teacher Responsibilities:

- Teach at least four classes daily
- Plan, implement, and execute engaging and rigorous daily standards-based lessons to ensure that all students master the required content
- Assess students frequently through formal and informal measures
- Create comprehensive chapter and/or unit tests
- Reinforce school-wide rules and expectations
- Complete other tasks as directed by the Executive Director and Principal as hired
- Identify students who are academically at risk and initiate effective intervention strategies
- Communicate frequently with parents

Teacher Leadership Roles

We anticipate hiring highly skilled teachers who are leaders inside and outside of the classroom. Our teacher leadership roles create a hybrid leadership model in which strong teachers stay in the classroom and are given opportunities to contribute as leaders to the school culture and the school curriculum. We reserve the right to restructure these positions as the school grows to scale in line with the organization's development to afford increased autonomy and commensurate compensation.

Grade Level Leaders

The Grade Level Leaders will function as managers of the culture and academics of their grade level team. Each grade will have a Grade Level Leader resulting in seven Grade Level Leaders when the school grows to capacity. As classroom teachers, Grade Level Leaders will receive an annual stipend for their additional responsibilities.

Grade Level Job Responsibilities

- Analyze grade level culture and academic data
- Develop action plans, in concert with the grade level team, to address culture and academic trends at the grade level
- Facilitate interdisciplinary planning and horizontal articulation of grade-level curriculum
- Meet weekly with grade-level teachers to provide support

Department Chairs

The Department Chairs will provide content expertise and oversee the development of their subject area across the grade span. Department chairs for each subject will be established once there are at least three teachers in place for that subject. As classroom teachers, Department Chairs will receive an annual stipend for their additional responsibilities

Job Qualifications

- Review and support the development and refinement of unit plans
- Ensure sound vertical alignment across the grade levels within the department
- Ensure that unit plans align with scope and sequence
- Lead content level meetings and content planning sessions
- Analyze content data across the school from diagnostics and interim assessments

Element 6: Health and Safety Procedures

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter

School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

1. Health and Wellness

Aurum Prep will implement a comprehensive set of health, safety, and risk management policies reviewed regularly with the staff, students, parents, and governing board. These will also be reviewed and discussed with the school's insurance carriers and include the following items:

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy ensuring that all staff members will be screened for Tuberculosis prior to starting their work at Aurum Prep as required by Education Code Section 49406.

- A policy requiring comprehensive insurance coverage ensuring that losses incurred by the school are insured.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy which adheres to all law related to legally required immunizations for entering students and staff pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. Child abuse will be reported immediately by the individual discovering or being informed of the alleged child abuse/neglect. In accordance with the requirements of AB 1432, annual reporter training will be provided within the first six weeks of school or the first six weeks of that person’s employment, and proof of that training will be provided to the president of the school’s governing board.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.

Aurum Preparatory Academy does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.

Sexual Harassment Policy

It is the policy of Aurum Preparatory Academy that all employees are responsible for ensuring that the workplace is free from sexual harassment. Because of Aurum Preparatory Academy’s strong disapproval of offensive or inappropriate sexual behavior at work, all employees must avoid any action or conduct which could be viewed as sexual harassment.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually harassing nature, when: (1) submission to the harassment is made either explicitly or implicitly a term or condition of employment; (2) submission to or rejection of the harassment is used as the basis for employment decisions affecting the individual; or (3) the harassment has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment.

Any employee who has a complaint of sexual harassment at work by anyone, including teachers, deans, principals, directors, co-workers or visitors, should first clearly inform the harasser that his/her behavior is offensive or unwelcome and request that the behavior stop. If the behavior continues, the employee must immediately bring the matter to the attention of the Executive Director. If the Executive Director is involved in the harassing activity, the violation should be reported to Board of Directors. If the Executive Director or Board of Directors knows of an incident of sexual harassment, they shall take appropriate remedial action immediately. If the

alleged harassment involves any types of threats of physical harm to the victim, the alleged harasser may be suspended with pay. During such suspension, an investigation will be conducted by Aurum Preparatory Academy. If the investigation supports charges of sexual harassment, disciplinary action against the alleged harasser will take place and may include termination. If the investigation reveals that the charges were brought falsely and with malicious intent, the charging party may be subject to disciplinary action, including termination. If an employee is dissatisfied with management's response to his/her complaint, he/she may contact Board of Directors and ultimately the California Department of Social Services.

2. Safety and Facilities

Aurum Prep is committed to the health and safety of all its students and staff and will establish policies in accordance with Education Code Section 32001. We will develop a set of policies that are in accordance with Education Code Section 47610. With this in mind Aurum Prep will:

- Secure a facility that has been approved by the Fire Marshall.
- Have the facility evaluated by a structural engineer to ensure it presents no significant threats.
- Secure a certificate of occupancy before the school is operational pursuant to Education Code Section 47610.
- Conduct annual fire alarm, fire extinguisher, and sprinkle tests to ensure they are operational and valid.
- Secure facilities that are in keeping with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
- Conduct regular emergency training on earthquake, fire, and emergency drills in keeping with Education Code Section 32001.

3. Custodian of Records

The Operations Associate will serve as Custodian of Records per DOJ Requirements that the Charter School supports and promotes the health and wellness of students through physical education, nutrition, and health courses. Physical education is a course requirement from 6th to 12th grade at Aurum Prep, educating all students on the benefits of physical fitness and encouraging the value of a better quality of life due to healthy living. Aurum Prep participates in the National School Lunch Program (NSLP), a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. NSLP provides nutritionally balanced, low-cost or free lunches to children each school day. Aurum Prep and its food vendors will comply with all federal and state regulations of the program, including, but not limited to, the nutritional requirements of food served that promote a healthy growth in physique and the stimulation of the mind. Additionally, food of little nutritional value, or "junk food," will not be served or distributed on campus, and students will be further discouraged from obtaining and bringing such items onto campus.

Element 7: Means to Achieve Racial and Ethnic Balance

Assurances

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." CA Ed. Code § 47605(b)(5)(G).

1. Enrollment and Recruitment

Figure 7.01: Surrounding School Racial & Ethnic Demographics

DISTRICT & SURROUNDING SCHOOL RACIAL & ETHNIC DEMOGRAPHICS											
	Total # of Students 2014	% American Indian or Alaska Native	% Asian	% Black or African American	% Filipino	% Hispanic or Latino	% Multiple/ No Response	% Native Hawaiian or Pacific Islander	% None Reported	% Two or More Races	% White
Comparison School:											
Elmhurst Community Prep Middle School	365	n/a	1.4%	36.4%	.3%	57.3%	n/a	2.2%	n/a	.8%	.5%
Castlemont High School	564	n/a	1.2%	38.4%	.2%	52.7%	n/a	6.1%	n/a	.2%	.6%
District-wide:	49,052 (District and Charter)/37,075 (District)	.3%	14.4%	27.4%	n/a	41.1%	n/a	1.1%	1.4%	3.5%	10.8%
Data Source(s):	"Academic Accountability Report Card." CCSA Snapshot Reports. N.p., n.d. Web. < http://snapshots.ccsa.org/aarc/ >.										

2. Ensuring Enrollment Reflects Local Demographics

In anticipation of charter authorization, Aurum Prep has created a recruitment plan, meant to inform families in the area of the enrollment process at Aurum Prep. If authorized, we will implement this plan to ensure we are fully enrolled with 132 students in grade six prior to our proposed August 2017 opening.

Planned outreach activities include, but are not limited to:

- Notification of enrollment opportunities at Aurum Prep through publicity flyers and brochures, the Aurum Prep website and social media, notices to school administrators about available openings, and local media
- Development of all marketing materials (including flyers, posters, brochures, and websites) in English and Spanish
- Door-to-door outreach to families within a three-mile radius of our future facility location

- Information sessions and flyer distribution at local community meetings and events
- In-person translation services at information sessions and events which include local churches such as Acts Full Gospel and Allen Temple, after school programs such as Oakland Leaf, Youth Uprising, and Love Learn Success
- Information booths and flyer distribution at local businesses, laundromats, grocery stores, WIC centers, libraries, restaurants, community events, fairs, carnivals, shopping centers, social services agencies, housing projects, faith-based organizations, medical centers, and apartment complexes

As outlined in our community description in **Element 1**, and in our recruitment plan described above, Aurum Prep seeks to serve the families in the target communities of Cox, Webster, Ivywood, Foothill Square, Castlemont, and Elmhurst, with a specific emphasis on the zip codes of 94603, 94605, and 94621.

Our recruitment strategy is specifically tailored to ensure that we are able to serve a demographic that is representative of the population in the target community. We are also firmly committed to serving students that have been traditionally underserved. Given the trends and rates of subgroups of surrounding schools Aurum Prep anticipates that we will serve an EL population of 30% and a population of students with disabilities at a rate of 11%. We anticipate that we will serve a higher proportion of African American students given that populations underrepresentation within the charter landscape. We are firmly committed to ensuring that we serve students who have had a history of academic underperformance through the recruitment practices. Aurum Prep will not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Element 8: Admission Requirements

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

Admission Requirements

Aurum Prep is an open enrollment, tuition-free public school available to all students residing in the state of California who wish to attend the school, as outlined in Education Code, Section 47605(d)(2)(A). To be included in the admissions process, families must submit a Lottery Form, which will include the student's name, grade, birthdate, and contact information. We will actively recruit a diverse student population within the target community.

The student application deadline will be the second Friday in March; in order to ensure adequate notice to stakeholders, the annual deadline will be set no later than August 1 of the previous year. In accordance with California Education Code 47605(d)(2)(B), Aurum Prep will hold a random public drawing should the number of students applying for school admission by the posted application deadline exceed the number of spaces available in any given grade. Enrollment is determined by a public random drawing of all applications submitted for seats available and to establish the order of students on a waiting list. Should the applications received at the time of the deadline not exceed space available, all applicants are accepted for enrollment. All current students will be exempt from this process.

Lottery Procedures and Preferences

We enroll students via a lottery in the spring of each academic year in accordance with Education Code section 47605(d)(2)(B). Once all available seats are assigned, we will compile a waiting list for students to enroll if a previously enrolled student is unable to attend.

Parents and guardians must submit all required paperwork by mid-March to secure a seat for their child. After the founding year, this finalized date for the applications will be available on August 1st. All parents and guardians failing to comply with this policy forfeit their seat. The next family on the waiting-list will then be offered the available seat.

1. Admission Preferences with Rationale

At Aurum Prep, we value the community and families we serve. We will offer a continuum of services to families that is understanding of their needs and contributions. We deeply value working in partnership with the families we serve and seek to make our partnership as strong as possible. Therefore, we will have two preferences at Aurum Prep: Sibling Preference and Founding Parent Preference. No other preferences shall be given in the lottery or admissions process.

Sibling Preference: If a child gains admission, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade. Eligibility for Sibling Preference is determined by the biological proof of a currently enrolled Aurum Prep student and their sibling. Families will have to demonstrate biological proof of siblinghood to the Executive Director.

Founding Parent Preference: Eligibility for Founding Parents is determined by contribution of 40 hours of personal time starting in January, 2017 through to the first day of instruction. There will be no contribution of funds as part of the Founding Family Advisory Council commitment. Aurum Prep will comply with all oversight requirements and will submit required documentation to the Office of Charter Schools. Volunteer hours will be monitored and kept by the Executive Director.

2. Conducting a Public Random Drawing

Aurum Preparatory Academy will inform the public commencing in October of each school year that it is accepting applications for admission for the following school year and publicize the deadline for applications through direct mail announcements, flyer distribution, community meetings, local newspaper announcements, and public information sessions. The student application deadline will be the second Friday of March. Any family interested in submitting an application to Aurum Preparatory Academy will be informed of Aurum Preparatory Academy's admissions policies and information about when the applications must be submitted in order to be included in the public lottery.

In the event that Aurum Prep receives more applications than there are spaces available for any particular grade, enrollment will be determined by random public lottery in accordance with Education Code section 47605(d)(2)(B). The lottery will be held within two weeks after the last day that applications can be submitted to be included in the public lottery. All applicants will be informed of the date, time, and place of the drawing via mailed letter in both English and Spanish, and told that they are welcome to attend if they choose to do so, but that their presence is not required to secure a spot at the school. Notice will also be provided at the school and on the school's website. To ensure that interested parties may attend, the drawing will be held on a weekday evening and conducted in both English and Spanish at the school site. All students whose applications have been timely submitted will be included in the lottery, with preference given as stated above.

Prior to the start of the lottery, the rules will be explained in both English and Spanish. The rules of the lottery, including any preferences that will be given, will be distributed in writing in both English and Spanish. The lottery will begin by identifying students given preference under the terms of California Law and the Aurum Prep charter petition: in order of priority, district residents, siblings of current students, and children of Founding Parents, teachers, and staff (up to and not exceeding 10% of available seats).

A third party other than parents, students, or school staff, selected by the Executive Director, will then pull lottery spaces in order of grade level. To ensure that the lottery is conducted fairly and accurately, a multi-step process is followed. The process is outlined below.

- Student names will be printed on slips of paper and placed into a box.
- Each student's name, as drawn, will be read out loud twice.
- When each lottery form is pulled, the chronological order in which it was pulled is recorded. A final check of the lottery's results will be conducted by a second third-party individual before the final results are announced. (Both third-party individuals will be selected by the Executive Director.)

Slips will be pulled until all opening are filled, all remaining slips will be used to create the waiting list in the order they are selected. Within two weeks of the lottery, families will be notified via mailed letter by the Executive Director of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within four weeks of receiving the letter indicating that a spot is available for the student. The school will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms. Attendance at this session is not mandatory and will have no bearing on a student's admission to Aurum Prep.

The wait list will include contact information of the families wanting to still be considered for admission should a position open. If a position opens during the course of the year, the Operations Associate will contact the family of the student on the top of the waiting list by phone, email and/or mail to offer their student admission to the school. Up until two weeks prior to the start of the upcoming school year, the family has ten (10) business days to confirm enrollment and return a completed enrollment packet in person. If a student is notified of an open position during the current school year, they will have 72 hours to confirm intent to enroll (via phone or email) and to submit a complete enrollment packet in person. Should the family decline the position, the next family on the list will be contacted until the open position is filled. In no circumstance will a waitlist carry over to the following school year, and students who remain on the waitlist must apply for enrollment in the following year.

Element 9: Annual Financial Audits

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- o September 1 – Final Unaudited Financial Report for Prior Year*
- o December 1 – Final Audited Financial Report for Prior Year*
- o December 1 – First Interim Financial Report for Current Year*
- o March 1 – Second Interim Financial Report for Current Year*
- o June 15 – Preliminary Budget for Subsequent Year*

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. CA Ed. Code § 47605(b)(5)(I)

Annual Audit Procedures

1/2/3. Contracting with, Working with, and Ensuring Approved Auditor

An *ad hoc* Audit Committee consisting of the Board Treasurer and at least one other Director selected by a majority of the Board will be responsible for selecting and contracting with an auditor chosen from the California state list of auditors approved to conduct charter school audits (available at CPADS.SCO.CA.GOV) to conduct the required annual financial audit, and work with the auditor to complete the audit. Any findings will be reported to the Executive Director and Board of Directors to provide an improvement strategy. The Audit Committee will ensure that the auditor sends the completed audit to the required agencies by the statutory deadline (or the current back office business support provider) and the Executive Director will work in concert to ensure the auditor has full access to the school's financial statements, attendance and enrollment accounting practices, and internal controls. The Board and Executive Director will ensure that we have allocated sufficient costs each year to conduct the annual audit.

The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement
- Internal controls, both financial and operational in nature
- The accuracy, recording and/or reporting of the Charter School's financial information
- The Charter School's debt structure
- Governance policies, procedures and history
- The recording and reporting of attendance data
- The Charter School's enrollment process
- Compliance with safety plans and procedures
- Compliance with applicable grant requirements

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit. The independent auditor and Aurum Prep will

prepare a financial report to be submitted to the district, the county office of education, the State Controller's Office, and CDE.

4/5. Addressing and Resolving Any Deficiencies, and Ensuring Completion, Compliance, and Transparency

At the conclusion of the annual audit, the auditor will report directly to the Audit Committee who will review the audit. The Executive Director, along with the Finance Committee and Abacus Education Partners, will then review any audit exceptions or deficiencies, and resolve them in conference with the auditor to the satisfaction of the auditor prior to the completion of the auditor's final report. Audit findings and exceptions will be reported to the Aurum Preparatory Academy Charter School Board, with any relevant explanations and the Executive Director's plan to resolve these issues. The Board will approve the plan, and at the next regular Board meeting, the Executive Director will present each of the issues or findings and if or how it was resolved. Audit exceptions and deficiencies will be resolved to the satisfaction of OUSD within four weeks of notice from the auditor unless otherwise agreed upon with OUSD.

The annual audit will be completed in accordance with all required deadlines, and a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, the California Department of Education, and any other required agencies by the 15th of December. The Audit Committee will ensure timely submission of all documents. The independent fiscal audit of Aurum Preparatory Academy Charter School is public record, and a copy of each year's audit will be maintained in the school's office and provided to the public upon request.

Element 10: Suspension and Expulsion Procedures

Assurances

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. The Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

- Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations, including a description on how it will be updated and maintained.
- Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Discipline Philosophy and Overview

"Restorative Justice is a process and a set of values to involve those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible." – Howard Zehr¹⁵³

Aurum Prep is in full alignment with OUSD's discipline policy and we embrace and adhere to the 3-tiered Restorative Justice model, the foundations of which were established in Oakland. At Aurum Prep we will incorporate a school wide model which incorporates the steps of community/relationship building, restorative discipline, and re-entry or reintegration.¹⁵⁴ We believe that we can provide a safe and nurturing environment through creating structures that students and families are familiar with and have helped to construct. Thus, our fiercely positive school culture, both academically and behaviorally, relies on setting high expectations while offering supports, continually sending the message to students that we believe in them and want them to succeed. We understand that restorative justice is more than just a process but rather a philosophy to be internalized at every level in the school.

1. Key Elements

The goal of our discipline policy is both to maintain a physically, emotionally, and intellectually safe learning environment for our students and to help students develop into positive, engaged

¹⁵³ Zehr, Howard. "The Little Book of Restorative Justice." *THE LITTLE BOOK OF Restorative Justice* (n.d.): n. page. Web. <<http://www.unicef.org/tdad/littlebookrjpaka.pdf>>.

¹⁵⁴ Yusem, David, and Barbara McClung. "Restorative Justice in Oakland Schools." *AN EFFECTIVE STRATEGY TO REDUCE RACIALLY DISPROPORTIONATE DISCIPLINE, SUSPENSIONS AND IMPROVE ACADEMIC OUTCOMES* (n.d.): n. pag. OUSD. Web.

members of their communities who embody our FIRST value (Focus, Integrity, Respect, Self-Determination, and Team). As students grow from 6th grade to 8th grade, we must support their character development and independence as they develop their own moral code, helping students move from mere compliance to the development of their personal ethical code.

Schoolwide Positive Behavior Support

At Aurum Prep, we are firmly committed to creating a positive school culture that incentivizes positive behaviors and mitigates negative behaviors in manner that allows for reconciliation. Our school wide positive behavior supports are multifaceted and preemptive and include: building relationships, clarifying expectations, our Positive Behavioral Intervention System, and personalized learning/goal setting.

Building Relationships: Our approach to positive behavior support begins before the start of the school year with our Family Advisory Council, annual family orientation, and post-enrollment Home Visits. Each of these are opportunities for our leadership and staff to build authentic and genuine relationships with students and families. Our culture committee, which is comprised of the Executive Director, the Dean of Students, and the Operations Manager in conjunction with our Family Advisory Council will develop a set of relational best practices for each of these encounters. We will provide ongoing opportunities to build strong and positive relationships with families through our ongoing monthly Cafecitos.

Clarifying Expectations: In order to ensure clarity around expectations for student behavior and the consequences for misconduct, this approach allows families to ask questions and take preventative measures before students begin the school year, establishing a collaborative problem-solving approach with families. Each family is also provided with a copy of our Student & Family Handbook in their home language, which thoroughly outlines the details of our discipline policy and consequences for misbehavior. All students begin the year with an orientation week, where Aurum Prep culture and behavioral expectations are introduced, explained, and practiced in a supportive environment. We believe that before a consequence is given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid a negative behavior.

Positive Behavioral Intervention System: At Aurum Prep, we have an extensive and robust PBIS to foster a strong and joyful culture that supports the behavioral and social emotional needs of students. Major components of our PBIS are: Character Development, Mindfulness, FIRST Points and incentives, and our culturally responsive projects. To supplement this individual character development and embrace the community-oriented mindset of Restorative Justice, students will also participate in weekly Community Circles, where we will both celebrate student accomplishments and accept the public apologies of students who have transgressed the values of the school community and would like to take the opportunity to acknowledge the consequences of their actions so that they can be reintegrated positively (public apologies are not required). Students who make the right choices will be celebrated in a variety of ways, including but not limited to:

- Receiving a FIRST aligned merit
- Receiving a “shout-out” during a community meeting
- Being selected to help lead and/or plan a community circle
- Parent/guardian phone call or letter home
- Receiving the student of the Month award

- Special individual privileges (dress-down day for consistent uniform, etc.)
- Special advisory-level privileges (special breakfast for punctuality, etc.)

Personalized Learning: Every day, students will start their Focus period with a teacher-guided self-evaluation of their character development, completing a written reflection on their mastery of each value, including acknowledgment of any consequences they received that day. This reflection will go home to be signed by a parent/guardian and returned the following day. At the close of each week, students will do a more comprehensive reflection and set goals for the following week, to be signed by a parent/guardian and reviewed the following Monday morning. Through this practice, students will build self-discipline and take ownership of their actions to become active participants in the development of their character.

We will continually monitor and evaluate the effectiveness of our school-wide behavioral approach and use data to target areas of concern and adjust professional development and/or procedures accordingly.

2. Classroom Implementation and Teaching Strategies

Teachers will receive annual training during four weeks of summer professional development and the first two months of the school year on high-leverage classroom management techniques, including those outlined in *Teach Like A Champion*. Teachers will spend time practicing prevention strategies and quick behavioral corrections that will allow students to maximize distraction-free instructional time. Teachers will also be trained on Restorative Justice Practices, our PBIS, and Mindfulness during the summer.

Invariably, we are aware that there will be times in which students deviate from our expectations as they grow and learn how to navigate the world. When an unacceptable action is taken we will provide students with an appropriate consequence and help them to resume their education as soon as possible through restorative justice practices. Our tiered restorative justice and consequence system includes but is not limited to¹⁵⁵:

- | | |
|--------------------------------------|---|
| • Demerit | • Make a list of what is needed to be done to ensure it does not happen again |
| • Detention (served during lunch) | • Spend time with the person in conflict |
| • Loss of privileges | • Apologize |
| • Referral to Dean of Students or ED | • Inform friends of the new changed positive relationship |
| • Parent phone call or letter home | • Become friends or at least neutral |
| • Parent conference | |
| • Community service | |
| • In-class suspension | |
| • In-school suspension | |
| • Out-of-school suspension | |
| • Expulsion | |

¹⁵⁵ Yusem, David, and Barbara McClung. "Restorative Justice in Oakland Schools." *AN EFFECTIVE STRATEGY TO REDUCE RACIALLY DISPROPORTIONATE DISCIPLINE, SUSPENSIONS AND IMPROVE ACADEMIC OUTCOMES* (n.d.): n. pag. OUSD. Web.

Aurum Prep seeks to address conflict in a manner that connects student choices to our core values and the effect they have on our learning community. Students who repeatedly struggle to make the right choices will have a meeting with the Dean of Students or Executive Director and a parent/guardian to develop a behavior plan with personal goals, a timeline for achieving them, and appropriate consequences for continued misconduct. The Aurum Prep approach seeks to support the individual growth and development of each child while preserving a safe and supportive learning environment for the school community.

3. Ensuring Minority Students and Those with Disabilities Are Not Overrepresented

Aurum Prep is firmly committed to meeting the needs of all the diverse students it will serve. We also are committed to ensuring that we do not have an overrepresentation of minority students and students with disabilities in disciplinary procedures. Therefore, we have designated two teams - our Risk Team and Student Success Team - to track, discuss, strategize and provide preventative solutions to this issue. These teams will track the number and percentage of minority students and students with disabilities who are struggling, academically, behaviorally, and/ or social-emotionally on a monthly basis in relation to our general student population. Moreover, the Board of Directors, Leadership, and instructional staff at Aurum Prep will take the implicit bias quiz and hold an annual discussion on what this means in relation to our disciplinary data.

4. Periodic Review and Modification of Suspension and Expulsion Policies and Procedures

Aurum Prep has dedicated a Risk Team, consisting of the Executive Director, Dean of Students, Operations Associate, and Student Supports Coordinator, to ensuring that all students, especially those who are having difficulty at Aurum Prep, find success. The Risk Team meets weekly and evaluates monthly trends using data to make changes that will better accommodate students having difficulty at Aurum Prep. The Risk Team will review and modify the list of offenses for which students are subject to suspension and expulsion in accordance with the following:

- The Risk Team will evaluate policies and procedures regarding suspension and expulsion twice a year, at the end of the 1st and 3rd trimesters.
- If a change is decided upon at the end of the 1st trimester, then it will become effective after winter break in January of that respective school year.
- If a change is decided upon at the end of the 3rd trimester, then it will become effective after the summer break in August of the next school year.
- Any change or modification to the list of offenses for expulsion or suspension will be communicated to parents and families via a letter, phone call, Parent Teacher conference, and/or Parent Orientation.

Grounds for Suspension and Expulsion

1. Suspension and Expulsion Offenses, and Safety

A student may be suspended or expelled for any of the acts enumerated in California Education Code 48900 related to school activity or school attendance that occur at any time including, but not limited to:

- While on school grounds

- While going to or leaving from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

As specified in California Education Code Section 48900, a student may be recommended for suspension if he or she:

- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
- Engaged in, or attempted to engage in, hazing, as defined in Section 32050.
- Engaged in an act of bullying, as defined in Section 32050 and including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence; any such violence resulting in serious physical injury requires expulsion.
- Engaged in harassment, threats, or intimidation directed against school District personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile education environment.
- Made terroristic threats against school officials, school property, or both, as defined in Section 48900.7.

In the case of a first offense, a student will only be suspended out of school when other means of correction fail to bring about proper conduct.

As specified in California Education Code Section 48900, a student may be recommended for suspension or expulsion if he or she:

- Caused, attempted to cause, or threatened to cause physical injury to another person [48900(a)].
- Possessed, used, or sold dangerous objects [48900(b)]
- Possessed, used, or sold drugs or alcohol [48900(c)]
- Offered, arranged, or negotiated to sell drugs or alcohol [48900(d)]
- Committed or attempted to commit robbery or extortion [48900(e)]

In these cases, expulsion would only be recommended if either of the following are true:

1. Other means of correction are not feasible or have repeatedly failed to bring proper conduct
2. Due to nature of the act, the presence of the pupil causes continuing danger

In the case of a first offense, a student will only be suspended out of school if his or her presence causes a danger to persons, property, or threatens to disrupt the instructional process. Otherwise, alternative discipline will be imposed.

Additionally, a student may be recommended for suspension or expulsion if he or she:

- Caused or attempted to damage school or private property [48900(f)]
- Stole or attempted to steal school or private property [48900(g)]
- Possessed or used tobacco, or products containing tobacco or nicotine products [48900(h)]
- Committed an obscene act or engaged in habitual profanity [48900(i)]
- Unlawfully possessed, offered, arranged or negotiated to sell drug paraphernalia [48900(j)]
- Knowingly received stolen school or private property [48900(l)]
- Possessed an imitation firearm [48900(m)]

In these cases, a student would be recommended for expulsion only if either of the

1. Other means of correction are not feasible or have repeatedly failed to bring proper conduct.
2. Due to the nature of the violation, the presence of the pupil causes continuing danger.

The school will update discipline policies regularly to reflect any changes in the relevant sections of the Ed. Code. The Executive Director may use his or her discretion to provide age-appropriate alternatives to suspension or expulsion for the above infractions that are designed to address and correct the student's specific misbehavior.

Students will receive an expulsion recommendation on a case-by-case basis if it is determined that the student committed one of the following acts at school or at a school activity off school grounds, as specified in Education Code Section 48915(a), (b):

- Causing serious physical injury, except in self-defense
- Possession of a knife or other dangerous object
- Possession and/or use of a controlled substance
- Robbery or extortion
- Assault or battery on a school employee

Students will receive a mandatory recommendation for expulsion for any of the following reasons, as specified in Education Code Section 48915(c), (d):

- Possessing, selling, or furnishing a firearm
- Brandishing a knife at another person
- Selling a controlled substance
- Committing or attempting to commit a sexual assault or sexual battery as defined in Section 48900 of the Education Code
- Possession of an explosive

Students are subject to mandatory expulsion from Aurum Prep for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

At the discretion of the Executive Director and Dean of Students, Aurum Prep will also authorize and implement in-class and in-school suspension for infractions that demand a severe consequence up to and including a suspension, but do not require the student to be removed from the learning environment. In-class and in-school suspension will never be considered as an alternative to expulsion.

Suspension Procedures

As detailed at the beginning of this Element, Aurum Preparatory Academy Charter School is committed to maintaining a physically, emotionally, and intellectually safe learning environment. We believe that learning time is sacred and that many misbehaviors can be corrected in class. However, those behaviors detailed above may warrant suspension or expulsion, which will occur through the following steps.

1. School Rules and Procedures

The suspension of a student will be at the discretion of the Dean of Students or the Executive Director's designee (Principal or Dean of Students). Parents will be notified in advance prior to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. In order to ensure that in the case of suspension both the student and the parent/guardian receive adequate notice and meaningful opportunity to be heard prior to suspension, Aurum Preparatory Academy will implement the following three-step protocol:

Step 1 – Informal Family Conference: Suspension shall be preceded by an in-person conference conducted within two days of the incident by the Executive Director with the student and the student's parent or guardian. The conference may be omitted if the Executive Director determines that an emergency situation exists. Students also maintain the right to waive their participation if they cannot or do not want to participate. Moreover, no penalty will be imposed for failure of the student's parents to attend the in-person conference. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as possible.

Step 2 – Determination of Length and Placement of Suspension: The length and placement of the student's suspension will be determined by the Executive Director, based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. At Aurum Prep we are determined to have systems to prevent suspension to the greatest extent possible while maintaining the integrity of the learning environment. We believe that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or the student is at risk of harming themselves or others. A student who has exhibited such behavior will first earn In-Class Suspension, a set of suspension-preventative consequences and behavioral supports that will require the student to reflect and reset before reentering the school community. During In-Class Suspension, a student will lose all social privileges for the day. In-class suspension will allow students to receive access to the curriculum in the classroom environment while being separated from the school community. A student assigned to In-Class Suspension will sit at a designated desk in the classroom, physically separated from his or her peers. Clear norms will be set to protect the social-emotional well-being of students in In-Class Suspension and ensure they are treated with respect by their peers. In addition, a student assigned to In-Class Suspension must:

- Check in with the Dean of Students prior to the start of each day and at strategic points throughout the day
- Attend all classes, receive academic instruction, and complete all classwork and homework

- Not communicate with any other students throughout the day, including during breaks and lunch where the student will be supervised by school staff
- Not participate in class activities
- Not attend field trips, dances, or other school activities if these occur during the suspension period

If a student fails to meet the expectations of In-Class Suspension, the student will be removed from the classroom and will serve an In-School Suspension for the remainder of their assigned suspension. In In-School Suspension, the student receives all of the consequences and supports as s/he would in In-Class Suspension but is removed from the classroom environment.

If a student is a continual distraction to others or poses a risk to self or others, that student would likely not benefit from In-Class Suspension and may instead be assigned either an In-School or Out-of-School Suspension. An Out-of-School suspension is recognized as an absence from school.

Step 3 – Notice to Parents: Parents and students have due process rights with regards to suspensions and expulsions. At the time of the student's suspension, the Dean of Students shall make a reasonable effort to contact the student's parents by telephone or in person. Initial contact will be followed by a written notice, which will state the specific offense(s) committed by the student, as well as the date and time the student may return to school.

2. Maximum Number of Days

The number of days a student must serve In-School Suspension will be aligned with the severity of the behavior, but will not exceed ten days. The length of suspension for students may not exceed a period of five consecutive days unless a recommendation has been made by the Executive Director and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five consecutive days, a second conference will be scheduled between the parent/guardian and the Executive Director or the Executive Director's designee (Principal or Dean of Students) to discuss the progress of the suspension upon the completion of the tenth day of suspension.

3. Providing Access to Education During Suspension

Instructional materials will be provided for all suspended students by their regular classroom teachers. Students serving In-School Suspension will be provided materials at the start of the school day and expected to complete all academic work in order to continue to access their education during the term of the In-School Suspension.

In the case of Out-of-School Suspension, arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Classroom teachers will provide instructional materials to the Dean of Students, who will make them available to the student and/or his/her family. In extreme cases of a long-term suspension exceeding five consecutive days of Out-of-School Suspension, the school may provide a tutor or other aide to support the student's continued education during their required absence from school.

4. Rules and Procedures for Suspension Pending Outcome of Expulsion Process

A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension

is extended pending an expulsion. Aurum Prep shall be responsible for the appropriate interim placement of students during and pending the completion of the student expulsion process. In that case, an expulsion hearing must be held no later than thirty days after the expulsion recommendation.

In keeping with the principles of Restorative Justice and the understanding that “when a person does harm, it affects the persons they hurt, the community, and themselves,”¹⁵⁶ students receiving an In-School Suspension or Out-of-School Suspension will have the opportunity to re-enter the school community by making a public apology at the next community circle, acknowledging the harm that they caused and renewing their commitment to their fellow students. Students who choose not to take advantage of this opportunity will collaborate with the Dean of Students to select an alternate means of making amends and re-entering the school community.

5. Students with Disabilities

Aurum Prep is committed to ensuring that the rights of all its students, especially those with disabilities, are protected when concerning a suspension or expulsion. Therefore, Aurum Prep has dedicated the Risk Team to ensuring that all students, especially those with disabilities, are given the proper supports, interventions, accommodations, and opportunities to succeed. Any student in consideration for suspension or expulsion with an IEP will have their specific disability taken into account. Specifically, we will evaluate:

- Whether or not the student’s specific disability is affecting the consideration for suspension or expulsion
- Whether or not our disciplinary policies take into account a student with disabilities specific situation
- If the action or behavior is disruptive to the educational process or poses a threat or danger to others

We will conduct a manifestation hearing for any student receiving special education services who is at risk for long-term suspension of 10 or more days or at risk for expulsion to determine if the behavior is a manifestation of the disability and if the student is receiving the appropriate services for the disability. If the behavior is a manifestation of the disability or if the student is not receiving the appropriate services as outlined in the student’s IEP, the school will not move forward with the suspension or expulsion. If the behavior is seen not to be a manifestation of the disability and the student has been receiving all appropriate services as outlined in the student’s IEP, then all procedural processes will be followed as with a regular education student.

Expulsion Procedures

1. Rules and Procedures

Step 4 – Recommendation for Expulsion: If the Executive Director recommends a student for expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director upon either of the following findings:

¹⁵⁶ Zehr, Howard. "The Little Book of Restorative Justice." *THE LITTLE BOOK OF Restorative Justice* (n.d.): n. page. Web. <<http://www.unicef.org/tdad/littlebookrjpakaf.pdf>>.

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others
- Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing. Students will be recommended for expulsion if the Executive Director finds that at least one of the below findings may be substantiated:
- Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Step 5 – Expulsion Hearing: Students recommended for expulsion are entitled to a hearing if requested to determine whether the student should be expelled. The hearing will be held within 30 days after the Executive Director makes a recommendation for expulsion. The hearing will be presided over by the Board of Directors. The Board may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the Board or employed on the Aurum Prep staff. Unless the pupil requests otherwise, the expulsion hearing will be conducted in closed session. Written notice of the hearing will be mailed to the student and the student's parents at least 10 calendar days before the date of the hearing by the Executive Director. This notice will include:

- Date and place of the hearing
- Statement of specific facts, charges and offense upon which proposed expulsion is based
- Copy of the disciplinary rules that relate to the alleged violation
- Opportunity for the student or the student's parents to appear in person at the hearing.
- Opportunity for the student to be represented by counsel
- Right to examine and acquire copies of all documents to be used at the hearing
- Opportunity to cross-examine all witnesses that testify at the hearing
- Opportunity to present evidence and witnesses on behalf of the student

In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the Board that

extraordinary circumstances exist requiring the evidence be heard. Before the Board makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

If the student is found to have committed an act listed in California Education Code, section 48915(c), the Board shall order that student expelled. If the student is found to have committed an act listed in California Education Code, section 48915 (a), (b), or (e), the Board may only order a student expelled if one or both of the following are true:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act or violation, the presence of the pupil causes continuing danger.

2. Policies and Procedures Regarding Rehabilitation, Reinstatement, and Readmission

In the case of an expulsion decision, the Board shall order a student expelled pursuant to California Education Code, section 48915 (b) or (c), and shall refer that pupil to a program of study that meets all of the following criteria:

- Is appropriately prepared to accommodate students who exhibit discipline problems.
- Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- Is not housed at the school site attended by the student at the time of suspension.

If an expulsion decision is made by the Board, written notice will be sent by the Executive Director to the parents/guardians of any student who is expelled. This notice will be sent within 24 hours of the hearing through certified over-night postal delivery, and will include:

- The specific offense(s) committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion"
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures.

Notice of the student or parent/guardian obligation to inform any new district in which the student seeks to enroll of the student's status with Aurum Prep. In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to classes at Aurum Prep, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the Executive Director shall consult with the pupil's teachers, and the parent, guardian, or responsible adult

regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made.

Appeal of Suspension or Expulsion: Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of the Dean of Students or the Executive Director's designee (Principal or Dean of Students). Parents will be notified in advance of the enactment of the suspension and can appeal a student's suspension. A suspension appeal will be heard if requested within five (5) days of notification of suspension by the student's Executive Director or designee (Principal or Dean of Students), and upon consideration, the Executive Director or designee's decision will be final. The student will be considered suspended until a meeting is convened to hear the appeal. The decision to rule on the appeal will be made within one business day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

An expulsion decision may be appealed within 30 calendar days of the date of the written decision to expel. The parent/guardian must submit the appeal in writing to the Executive Director. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present their appeal either verbally or in writing. The Expulsion Appeal Panel shall have three (3) certificated members, none of whom is a member of the Board or employed on the Aurum Prep staff. Panel members shall know nothing of the incident or student, and shall not be the same individuals who participated in the original expulsion decision. The panel will be chosen by the School Board Chair. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel will be final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two business days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated. For a student who is not reinstated upon appeal, the family will be sent written notification of such within business three days of the hearing, including specific reasons why reinstatement was denied.

The decision of the panel of representatives of the Board of Directors will be final.

Element 11: Employee Retirement Systems

Reference ed code: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. CA Ed. Code § 47605(b)(5)(K)*

Benefits

Aurum Preparatory Academy Charter School ("Aurum Prep") will participate in Social Security and a 403b plan. Aurum Prep will not participate in STRS or PERS.

1/2. Positions Covered and Staff Responsible

Positions to be covered by Social Security and the 403b plan include all full-time certificated teaching and non-certificated positions. The Executive Director will be responsible for ensuring that appropriate and timely arrangements for coverage have been made. Aurum Preparatory Academy accepts and understands its obligations to comply with specific sections of the Education Code, Section 47611. All full-time certificated and non-certificated staff members will be covered by Social Security and the 403b plan described above. Any part-time employee of Aurum Prep who is .5 FTE will have the opportunity to enroll in health, dental and vision insurance, with a higher level of employee contribution based on their FTE. The Executive Director will be responsible for ensuring these arrangements.

Element 12: Public School Attendance Alternatives

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

1. Informing Parents and Students

Parents and students will be informed both in writing and in person of their public school attendance alternatives at the time of the Aurum Preparatory Academy Charter School enrollment process, whenever confusion about attendance alternatives arises, and at any time upon request.

Element 13: Rights of District Employees

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14: Mandatory Dispute Resolution

Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

1. District Required Language with Specific Address

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this **Element 14**.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written

Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Aurum Preparatory Academy Charter School
c/o Executive Director
600 Williams Street 133,
Oakland, CA, 94612

Coordinator, Office of Charter Schools: Office of Charter Schools
Oakland Unified School District
4551 Steele Street, Room 11
Oakland, CA, 94612

2. A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
4. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of

California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15: Exclusive Public Employer

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act ("EERA"), and shall act independently from OUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

The staff and Governing Board members of Aurum Preparatory Academy agree to attempt to resolve all disputes between the District and Aurum Preparatory Academy regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Aurum Preparatory Academy except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

*To Charter School, c/o School Director:
Aurum Preparatory Academy*

Oakland, CA

*To Coordinator, Office of Charter Schools:
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607*

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its

position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law. Aurum Preparatory Academy shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Aurum Preparatory Academy without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Aurum Preparatory Academy shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."

Aurum Preparatory Academy shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the Aurum Preparatory Academy under its disciplinary procedure, as an "expulsion" under the Education Code.

In the case of a special education student, or a student who receives 504 accommodations, Aurum Preparatory Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

Element 16: Charter School Closure Procedures

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.*
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.*
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- Charter School violated any provision of law.*

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

- 1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.*
- 2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.*
- 3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*
- 4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*
- 5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.*
- 6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.*
- 7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.*
- 8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.*

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. *The effective date of the closure of Charter School*
2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*
3. *The students' school districts of residence*
4. *How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements*

In addition to the four required items above, notification of the CDE shall also include:

1. *A description of the circumstances of the closure*
2. *The location of student and personnel records*

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. *Information on how to enroll or transfer the student to an appropriate school*
2. *A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results*
3. *Information on student completion of college entrance requirements, for all high school students affected by the closure*

Notification of employees and vendors shall include:

1. *The effective date of the closure of Charter School*
2. *The name(s) and contact information for the person(s) handling inquiries regarding the closure*
3. *The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment*

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. *Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.*

2. *Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.*

3. *Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.*

4. *Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.*

5. *Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.*

6. *Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.*

7. *Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.*

8. *Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.*

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. *An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.*

2. *An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.*
3. *An assessment of the disposition of any restricted funds received by or due to Charter School.*

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. *Preliminary budgets*
2. *Interim financial reports*
3. *Second interim financial reports*
4. *Final unaudited reports*

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy

available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."

FACILITIES

DRL: *"If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, renewal petition, or request for material revision, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.*

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with

applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- *Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.*
- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*
- *Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*
- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*
 - (i) *Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.*
 - (ii) *Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.*
- *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*

(i) *Pro Rata Share:* The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) *Taxes; Assessments:* Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- *Maintenance & Operations Services:* In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) *Co-Location:* If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) *Sole Occupant:* If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- *Real Property Insurance:* Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all

District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If Charter School] fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Charter School moves or expands to another facility during the term of this charter, Charter School] shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.

ADMINISTRATIVE SERVICES

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process. Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational

Employment Relations Act ("EERA"), and shall act independently from OUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

The District may charge for the actual costs of supervisory oversight of Aurum Preparatory Academy not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if Aurum Preparatory Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

Aurum Preparatory Academy must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools...

The District may revoke the charter of Aurum Preparatory Academy in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Aurum Preparatory Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- *Aurum Preparatory Academy is subject to District oversight.*
- *The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Aurum Preparatory Academy.*
- *The District is authorized to revoke this charter for, among other reasons, the failure of Aurum Preparatory Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Aurum Preparatory Academy books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the charter,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of school financial information,*
- *The school's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school's enrollment process, suspension and expulsion procedures, and parent*

involvement practices,

- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

Aurum Preparatory Academy shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to Aurum Preparatory Academy. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to Aurum Preparatory Academy operations is received by the District, Aurum Preparatory Academy shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Aurum Preparatory Academy by law or charter provisions.

FISCAL MATTERS

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.*
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,*
- Internal controls, both financial and operational in nature,*
- The accuracy, recording and/or reporting of Charter School's financial information,*
- Charter School's debt structure,*
- Governance policies, procedures and history,*
- The recording and reporting of attendance data,*
- Charter School's enrollment process,*
- Compliance with safety plans and procedures, and*
- Compliance with applicable grant requirements.*

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Revocation of the Charter

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: The Charter is revoked or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised

08/2009))” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS), if the Closing Action is an act of Charter School. Charter School shall provide OCS with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the OUSD Board of Education, the charter school does not need to send separate written notice of its closure to the OCS.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Charter School shall send written notification of the Closure Action to the Oakland Office of Charter Schools by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security.
6. Administration, and the Oakland County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.
7. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.
8. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.
9. All school employees and vendors within 72 hours.
10. of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment
Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

School and Student Records Retention and Transfer

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School.

2. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
3. Charter School's process for transferring student records to the receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
4. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.
5. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of the student records.
6. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
7. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

4. This audit may serve as the school's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District.
2. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
3. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
4. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

5. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
6. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Appendices¹⁵⁷

Appendix A - Letter of Intent

Appendix A. Letter of Intent

If you plan to submit a charter school petition to the Oakland Unified School District, please submit the following Letter of Intent to the Office of Charter Schools in advance. This will help the Office of Charter Schools to communicate better and more effectively with petitioner groups. Thank you!

Name of proposed school	Aurum Preparatory Academy Charter School
Lead Petitioner	David Hardin
Full mailing address (city, state, zip)	600 William Street apt. 133, Oakland, CA, 94612
Daytime telephone number	415-763-8974
E-mail address	dhardin@buildingexcellentschools.org
Proposed Date of Submission	August 2016
Proposed date of opening	Fall 2017
Proposed location of school	Deep East Oakland. Centered around the intersection of 96 th and Birch Street in deep East Oakland, reaching six primary neighborhoods (Cox, Webster, Ivywood, Foothill Square, Castlemont, and the Elmhurst community) and focusing on zip codes 94603, 94605, and 94621 in district 7.
Do you plan to request Prop 39 facilities?	Yes
	Our founding team is comprised of two primary groups: our founding Board of Directors and our Family Advisory Council. These two groups have worked intimately together in order to determine our school's mission and vision. Our founding team has also been supported by both Building Excellent Schools and Educate 78.
Grade levels to be served in year 1	6
Anticipated enrollment in year 1	132
Grade levels to be served at full capacity	6 - 12
Anticipated enrollment at full capacity	924
	The target student population consists of students who are growing up in poverty and are at risk. We have a specific emphasis to serve a higher proportion of African American students given current underrepresentation of this population within Oakland charters.

Brief description of kind of school proposed (e.g. arts-, math-, or science-focused school or use a particular school/curriculum design).

Through rigorous instruction and positive character education, Aurum Preparatory Academy Charter School educates all

¹⁵⁷ Since submission of the Letter of Intent, and through discussion across the community, we have now focused our efforts solely on the proposal for a charter middle school, grades 6-8.

of its students, grades 6 – 12, to succeed in college and life and to serve as the next generation of moral leaders. Aurum Preparatory Academy Charter School ("Aurum Prep") is a proposed middle and high school with an explicit focus on college preparation, character development, and design thinking. In the high school program, there are two primary pathways for computer programming and entrepreneurship. Aurum Prep is structured so that we develop the necessary skills, orientations, and mindsets that studies show produce students who thrive in college and career. In order 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.

- **Literacy in all forms is critical to success in college and career.** Our approach to literacy is robust and multi-dimensional. We define literacy in the traditional sense of reading, writing, and speaking, and also in terms of mathematical literacy, computational literacy, and financial literacy.
- **A strong and joyful culture is necessary for academic achievement.** To succeed academically, students need and deserve a culture that is warm, strict, and motivating of their intrinsic desire to excel. It is this supportive environment that can allow teachers to teach and students to learn.
- **Frequent, purposeful data analysis is aligned to outcomes.** All instructional decisions are grounded in student data. We collect achievement data on a daily, weekly, trimester, and annual basis to evaluate and inform instructional planning and delivery, student supports, curricular and assessment decisions and development, and professional development needs.
- **An extended school day helps to close the achievement gap.** The school day is from 7:50AM to 4:30PM, Monday through Friday. On Wednesday, the school day is from 7:50AM to 1:30PM. School concludes with FOCUS - a period during which students organize homework and have the support of their teachers in areas for which they need individual attention.
- **The community and families we serve are critical to our success.** 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.
- **Recruiting, developing, and retaining high capacity teachers is key to academic success.** 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 success is driven by ownership and support.** Students need to develop self-determination and internalize good habits. We explicitly teach, honor, and celebrate students' demonstration of our FIRST values of Focus, Integrity, Respect, Self-Determination, and Team supporting students strategically and releasing autonomy as students mature over time.

Brief explanation of proposed charter school. In one or two sentences, provide a clear statement that defines the purpose(s) and nature of your school.

Through rigorous instruction and positive character education, Aurum Preparatory Academy Charter School educates all of its students, grades 6 – 12, to succeed in college and life and to serve as the next generation of moral leaders. We have been and are committed to working in deep partnership with the community of Deep East Oakland and others who are working to improve the educational outcomes for children in this community.

Are you planning to work with a charter management organization (CMO) or education management organization (EMO)?

Yes ___ No X

David Moratin
Signature of Lead Petitioner

07/15/16
Date

Appendix B - OUSD's 5 Pillars of Quality School Development

OUSD's 5 Pillars of Quality School Development	Aspects of petition that align to Pillars. (Bulleted format only)
<p>1. <u>Educator Development and Pipelines</u> – Successful schools will be led by effective leaders who work <i>collaboratively to develop and nurture a cross-functional leadership team. The school</i> will help educators develop through effective professional learning and recognize effective educators for their success.</p>	<ul style="list-style-type: none"> ● Element 1B: Philosophy and Approach to Instruction. Instructional Methods and Strategies (pages 41 - 62) ● Element 1C: Instructional Design. Academic Calendars and Schedules (pages 71 - 76) ● Element 1C: Instructional Design. Staffing and Professional Development (pages 76 - 82) ● Element 1G: Instructional Design. Special Education (pages 97 - 111)
<p>2. <u>Strong School Culture</u> – The school will have a mission, vision, and values that are focused on high academic achievement for students while preparing them for college, career, and community success. The school will stress the importance of education as well as the social and emotional well-being of students. This feature must permeate all other components of the school and should include restorative practices as a part of the approach to strengthening culture.</p>	<ul style="list-style-type: none"> ● Element 1B: Philosophy and Approach to Instruction. Instructional Methods and Strategies (pages 41 - 62) ● Element 1D: Instructional Design. School Culture (pages 82 -91) ● Element 1F: Instructional Design. Student Engagement and Satisfaction (pages 93 - 94) ● Element 1G: Instructional Design. Community School: Ongoing Family Involvement and Satisfaction (pages 94 - 97)
<p>3. <u>Increased Time on Task</u> – Successful schools will intentionally use time to maximize student learning. Extended school days, weeks, and years are integral components. Additionally, the school must prioritize providing teachers' time for planning, collaboration, and professional learning.</p>	<ul style="list-style-type: none"> ● Element 1B: Philosophy and Approach to Instruction. Instructional Methods and Strategies (pages 41 - 62) ● Element 1C: Instructional Design. (pages 40 - 44) ● Element 1C: Instructional Design. Academic Calendars and Schedules (pages 71 - 76) ● Element 1C: Instructional Design. School Systems and Procedures (pages 97 - 101)
<p>4. <u>Rigorous Academics</u> – Effective schools ensure teachers have access to foundational documents and instructional materials needed to help students achieve high growth. This includes data-driven inquiry cycles that support regularly assessing student progress, analyzing student progress, and re-teaching skills with the expectation that students master standards.</p>	<ul style="list-style-type: none"> ● Element 1B: Philosophy and Approach to Instruction. Instructional Methods and Strategies (pages 41 - 62) ● Element 1C: Instructional Design. (pages 38 - 62) ● Element 1C: Instructional Design. Middle Curriculum (pages 65 - 67)

	<ul style="list-style-type: none"> ● Element 1C: Instructional Design. Staffing and Professional Development (pages 76 - 82)
<p>5. <u>Linked/Personalized Learning</u> –</p> <p>Students will be exposed throughout a K-12 program to different educational options that go beyond the “four walls” of the school in effective schools. This will include bringing relevance to students’ lives and the world of real world of work through the curriculum, allowing students to innovate and create, having them concurrently enrolled in college classes, engaging them in internships, using online learning, and providing students access to career pathways in our secondary schools.</p>	<ul style="list-style-type: none"> ● Element 1A: Community Need. Community Involvement and Feedback (page 13 - 20) ● Element 1B: Philosophy and Approach to Instruction. Instructional Methods and Strategies (pages 41 - 62) ● Element 1C: Instructional Design. School Characteristics (pages 68 -71) ● Element 1D: Instructional Design. School Culture (pages 82 - 91)

Appendix C - Certification Statement

Appendix C: Certification Statement

Proposed Charter School Name Aurum Preparatory Academy

Proposed School Location (City) Oakland

I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief; that this petition has been or is being sent to the Superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person David Morán Date 07/15/16

(Please label the copy that has original signatures.)

Print/Type Name David Dexter Hardin

Address 600 William Street, Apartment 133

Phone (415) 763-8974

Appendix D – Charter School Roster of Key Contacts

NONPROFIT BOARD OF DIRECTORS

Position:	Board Chair
Name:	Kimberly Nerpouni
Mailing Address:	283 Beauforest Drive Oakland, CA 94611
Phone:	415-341-5736 Email: kimberly.nerpouni@gmail.com

Position:	Board Vice-Chair
Name:	Vanessa Sifuentes-Dimaano
Mailing Address:	872 York Street Oakland, CA 94610
Phone:	510-325-5534 Email: vanessa.sifuentes@outlook.com

Position:	Board Treasurer
Name:	James Jordan
Mailing Address:	350 Perkins Street, Apt. #101 Oakland, CA 94610
Phone:	510-459-2241 Email: jjordan93@gmail.com

Position:	Board Secretary
Name:	Swati Samanth
Mailing Address:	391 Fairmount Ave #102 Oakland, CA 94611
Phone:	415-756-0546 Email: swatisamanth@gmail.com

Position:	Board Member
Name:	Toyna Chin
Mailing Address:	1740 Sacramento Street #4 San Francisco, CA 94109
Phone:	415-902-3807 Email: toynachin@gmail.com

Position:	Board Member
Name:	Parren James
Mailing Address:	7308 Outlook Ave Oakland, CA, 94605
Phone:	415-964-1906 Email: parrenj@gmail.com

Position:	Board Member
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Name:	John Morada		
Mailing Address:	3017 Vittoria Loop		
	Dublin, CA 94568		
Phone:	415-819-8310	Email:	john.morada@gmail.com

Position:	Board Member		
Name:	Joseph Weinstein-Carnes		
Mailing Address:	3019 Hillegass Avenue, Apt. #3		
	Berkeley, 94705		
Phone:	951-491-9702	Email:	jweinstein27@gmail.com

SCHOOL PERSONNEL

Position:	Lead Founder and Executive Director		
Name:	David Hardin		
Mailing Address:	600 William Street apt 133		
	Oakland, CA, 94612		
Phone:	415-763-8974	Email:	dhardin@buildingexcellentschools.org

Appendix E – Statement of Assurances

Appendix E: Statement of Assurances

This form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for Aurum Preparatory Academy to be located at (final location in Oakland to be determined) is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as "No Child Left Behind"). (20 U.S.C. § 6319.)
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b)

that average daily attendance not be generated by a pupil who is not a California resident, and that "a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma," to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that "[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information."

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (l).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

20. Will comply with "[a]ll laws establishing minimum age for public school attendance," as required by Education Code section 47610(c).

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers' Retirement System and other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).

26. Will at all times maintain all necessary and appropriate insurance coverage.

27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

David Hardin

Signature

05/31/16

Date

David Hardin

Print Name

Appendix F – Surrounding Schools & Demographics and Performance Data

Surrounding Schools Demographic and Performance Data Address: The intersection of 96 th Avenue and Bancroft Avenue														
OUSD Schools	# of Students 2013	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013 School Performance Framework Classification (SPF)
Acorn Woodland K - 5	165	87.2%	10.9%	64.4%	86.9% Latino	9.7% African American	1.9% Asian	798	N	Y	829	5	3	5
Brookfield K - 5	223	70.9%	20.2%	58%	64.3% Latino	25.3% African American	3.5% Asian	687	N	N	728	1	1	3
East Oakland Pride K - 5	283	100%	16.3%	60.6%	69.1% Latino	26.1% African American	1.5% Pacific Islander	668	Y	Y	660	1	1	2
Encompass K - 5	199	100%	13.1%	59%	72.8% Latino	20.2% African American	1.3% Asian	746	N	N	764	2	3	5
Esperanza K - 5	202	99.1%	11.4%	84.7%	98.1% Latino	1.6% African American	.3% Asian	778	Yes	Yes	766	4	4	5
Fred T. Korematsu K - 5	243	100%	7.4%	64.8%	75% Latino	17% African American	2.8% White	743	Y	N	753	2	2	4
Howard K - 5	130	87.4%	22.3%	11.7%	73.2% African American	16.1 Latino	4.4% Asian	777	N	N	790	4	8	7
New Highland K - 5	181	92.9%	7.2%	70.1%	81.9% Latino	15.1% African American	1.7% White	676	N	N	712	1	1	2
Markham Elementary TK - 5	194	93.8%	13.9%	43.8%	56.2% Latino	36% African American	2.8% Pacific Islander	749	N	N	759	3	4	5
Reach TK - 5	179	86.3%	11.7%	36%	46.6% African American	40.7% Latino	5.9% Asian	628	N	N	617	1	1	1
Rise K - 5	194	100%	8.2%	56.3%	66.5% Latino	29.2% African American	1.2% Asian	555	N	N	651	1	1	1

Alliance Academy 6 - 8	319	100%	7.2%	41.6%	Latino 70.3%	20.7% African American	4.5% Pacific Islander	627	N	N	667	1	1	1
Elmhurst 6 - 8	333	90.25	15.3%	28.8%	Latino 57.3%	36.4% African American	2.2% Pacific Islander	686	N	N	683	1	3	3
Castlemont 9 - 12	375	83.6%	14.9%	24.5%	52.7% Latino	38.4% African American	6.1% Pacific Islander	509	N/A	N/A	N/A	1	1	2
Charter Schools														
Cox K - 5	368	100%	6.8%	56.5%	69.1% Latino	19.6% African American	4.6% Pacific Islander	743	N	N	N/A	2	7	6
Monarch K - 5	250	95.3%	10%	72.2%	94.1% Latino	4.1% African American	.5%	761	N	N	774	3	6	6
Leadership R&D 6 - 12	157	100%	5.7%	37.5%	85.2% Latino	12.5% African American	1.1% Pacific Islander	734	N/A	N/A	N/A	4	9	7

Appendix G – Instructional Minutes and Days Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N	145	460	40	290			0		185	54000	78300	24300
7	Select Y/N	145	460	40	290			0		185	54000	78300	24300
8	Select Y/N	145	460	40	290			0		185	54000	78300	24300
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

Appendix H – State Priorities under LCFF

Figure 2/3.01: State Priorities Under LCFF

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Review				
		Year 1	Year 2	Year 3	Year 4	Year 5
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Each year, 100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.	1. All core teacher candidates screened for employment will be required to provide documentation of valid CA Teaching Credential with appropriate English learner authorization during the hiring process. 2. School will conduct an annual review of credential status as reported by the CA Commission on Teacher Credentialing, CALPADS, ESSA Core Course Compliance and SARC. (Executive Director) 3. School will conduct an annual review of master schedule/teacher assignments to ensure compliance. (Executive Director)	100%	100%	100%	100%	100%

ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Inventory and Review				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Every student will have access to standards-aligned materials and additional instructional	1. Annual inventory of instructional materials and corresponding purchase of materials as necessary. (Executive Director)	Schoolwide: 100%	Schoolwide: 100%	Schoolwide: 100%	Schoolwide: 100%	Schoolwide: 100%
		ELs: 100%	ELs: 100%	ELs: 100%	ELs: 100%	ELs: 100%

materials as outlined in our charter petition. Each EL student will have full access to instructional materials and services necessary to provide the student with access to core instruction and mastery of ELD standards. Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.	<p>2. Annual review of EL and special education programs to identify and obtain all instructional materials and services needed. (Executive Director)</p> <p>3. Annual professional development on California Standards-aligned curriculum and instruction. (Executive Director)</p> <p>4. Weekly review of teacher lessons and materials to ensure alignment with standards. (Executive Director)</p>	Students with IEPs: 100%	Students with IEPs: 100%	Students with IEPs: 100%	Students with IEPs: 100%	Students with IEPs: 100%
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**FACILITIES MAINTENANCE
STATE PRIORITY #1: BASIC SERVICES**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Monthly Review				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School facilities will be maintained in good repair.	<p>1. Monthly review/inventory of facility conditions and need for repair. (Operations Manager; Executive Director in Y1)</p> <p>2. Monthly review of ongoing maintenance and repair log. (Operations Manager; Executive Director in Y1)</p> <p>3. Daily cleaning of facility by contracted custodians (Operations Manager)</p>	Monthly site inspection: 90%+ in compliance Required corrections made in 3 months: 100%	Monthly site inspection: 90%+ in compliance Required corrections made in 3 months: 100%	Monthly site inspection: 90%+ in compliance Required corrections made in 3 months: 100%	Monthly site inspection: 90%+ in compliance Required corrections made in 3 months: 100%	Monthly site inspection: 90%+ in compliance Required corrections made in 3 months: 100%

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
STATE PRIORITY #2**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual and Ongoing Review				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% of lesson plans and assessments will be aligned to the CA California Standards and/or NGSS. 95% of students, including EL students and students with IEPs, will show at least 1 year of growth on California Standards-aligned NWEA MAP results in ELA and math.	<p>1. Annual professional development for teachers on developing California Standards and NGSS-aligned curriculum and assessments. (Executive Director)</p> <p>2. Annual and ongoing review of standards-based curriculum and academic achievement data to improve and refine instructional program for all students. (Executive Director)</p> <p>3. Weekly review of lessons to ensure alignment to standards. (Executive Director)</p> <p>4. Weekly professional development for teachers on California Standards implementation and instructional strategies.</p>	California Standards Curriculum Alignment: 100% Students showing at least 1 year of growth on NWEA MAP: 95% or more	California Standards Curriculum Alignment: 100% Students showing at least 1 year of growth on NWEA MAP: 95% or more	California Standards Curriculum Alignment: 100% Students showing at least 1 year of growth on NWEA MAP: 95% or more	California Standards Curriculum Alignment: 100% Students showing at least 1 year of growth on NWEA MAP: 95% or more	California Standards Curriculum Alignment: 100% Students showing at least 1 year of growth on NWEA MAP: 95% or more

**PARENT INVOLVEMENT
STATE PRIORITY #3**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Annual Review and Surveys				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
At least 3 parents will be represented annually on the School Site Council. 80% of parents will attend family orientation and at least two additional family events annually.	<p>1. Annual SSC elections and monthly meetings will be communicated to parents on a monthly basis. (Executive Director)</p> <p>2. Monthly family events will be hosted by the school during morning and evening hours. (Executive Director)</p>	SSC Parent Representatives: 3 Parent attendance at orientation and 2+ family events:	SSC Parent Representatives: 3 Parent attendance at orientation and 2+ family events:	SSC Parent Representatives: 3 Parent attendance at orientation and 2+ family events:	SSC Parent Representatives: 3 Parent attendance at orientation and 2+ family events:	SSC Parent Representatives: 3 Parent attendance at orientation and 2+ family events:

80% of families will indicate satisfaction with involvement in school decision-making and school life as measured by annual surveys, with at least 50% family participation.	3. Annual home visits will be conducted for every newly enrolled student. (Executive Director) 4. Annual family satisfaction surveys will be conducted and evaluated. (Executive Director)	80% or more Parent satisfaction : 80% or more	80% or more Parent satisfaction : 80% or more	80% or more Parent satisfaction : 80% or more	80% or more Parent satisfaction : 80% or more	80% or more Parent satisfaction : 80% or more
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STATEWIDE ASSESSMENTS
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CAASPP score reports				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students at every applicable grade level, including subgroups, will score at a higher proficiency rate by at least 5% than local schools and 5% above CAASPP benchmark on the CAASPP statewide assessment in the areas of ELA/Literacy and	1. Monthly and ongoing review of curriculum and assessment results to determine student academic progress and necessary interventions. (Executive Director, Principals as hired, Teachers) 2. Weekly review of lessons and instruction to ensure California Standards alignment and effective implementation. (Executive Director, Principals as hired)	Differentia l in proficiency rate for all subgroups over local schools: 5% or more Increase over CAASPP benchmark : 5% or more	Differentia l in proficiency rate for all subgroups over local schools: 5% or more Increase over CAASPP benchmark : 5% or more	Differentia l in proficiency rate for all subgroups over local schools: 5% or more Increase over CAASPP benchmark : 5% or more	Differentia l in proficiency rate for all subgroups over local schools: 5% or more Increase over CAASPP benchmark : 5% or more	Differentia l in proficiency rate for all subgroups over local schools: 5% or more Increase over CAASPP benchmark : 5% or more

ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: API (CDE)				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School will meet the annual API Growth Target, or equivalent, both schoolwide and for all numerically significant	1. Monthly and ongoing review of curriculum and assessment results to determine student academic progress and necessary interventions. (Executive	Meet or exceed API growth target(s) schoolwide and for all	Meet or exceed API growth target(s) schoolwide and for all	Meet or exceed API growth target(s) schoolwide and for all	Meet or exceed API growth target(s) schoolwide and for all	Meet or exceed API growth target(s) schoolwide and for all

subgroups as mandated by the CA State Board of Education, with a goal of reaching and/or maintaining a Growth API of at least 800 or equivalent within the five-year term of this charter.	<p>Director, Principals as hired, Teachers)</p> <p>2. Weekly review of lessons and instruction to ensure California Standards alignment and effective implementation. (Executive Director, Principals as hired)</p> <p>3. Weekly professional development for teachers to improve instructional practice. (Executive Director, Principals as hired)</p>	numerically significant subgroups	numerically significant subgroups	numerically significant subgroups	numerically significant subgroups	numerically significant subgroups Achieve 800+ API
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**ENGLISH LEARNER ADEQUATE PROGRESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC results				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% of EL students will advance at least one performance level on the CELDT/ELPAC each academic year.	<p>1. Annual and ongoing training for teachers in SDAIE strategies. (Executive Director)</p> <p>2. Daily small group instruction and targeted support for EL students. (Teachers)</p> <p>3. Ongoing monitoring of EL assessment results to guide instruction and interventions. (Teachers, Student Support Coordinator, and Executive Director)</p>	100%	100%	100%	100%	100%

**ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC reports, reclassification documents				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

<p>EL student reclassification rates will exceed District's reclassification rates.</p> <p>80% of EL students will reclassify as RFEP within 3 years of entering Aurum Preparatory Academy 100% of newcomers will reclassify as RFEP within 4 years of entering Aurum Preparatory Academy 100% of LTELs will reclassify as RFEP within 2 years of entering Aurum Preparatory Academy</p>	<p>1. Annual and ongoing training for teachers in SDAIE strategies. (Executive Director)</p> <p>2. Daily small group instruction and targeted support for EL students. (Teachers)</p> <p>3. Ongoing monitoring of EL assessment results to guide instruction and interventions. (Teachers, Executive Director)</p>	<p>Improvement over District reclassification rate: 5% or more</p>	<p>Improvement over District reclassification rate: 5% or more</p> <p>LTELs reclassified as proficient after 2 years at Aurum Preparatory Academy: 100%</p>	<p>Improvement over District reclassification rate: 5% or more</p> <p>EL students reclassified after 3 years at Aurum Preparatory Academy: 80% or more</p> <p>LTELs reclassified as proficient after 2 years at Aurum Preparatory Academy: 100%</p>	<p>Improvement over District reclassification rate: 5% or more</p> <p>EL students reclassified after 3 years at Aurum Preparatory Academy: 80% or more</p> <p>Newcomers reclassified after 4 years at Aurum Preparatory Academy: 100%</p> <p>LTELs reclassified as proficient after 2 years at Aurum Preparatory Academy: 100%</p>	<p>Improvement over District reclassification rate: 5% or more</p> <p>EL students reclassified after 3 years at Aurum Preparatory Academy: 80% or more</p> <p>Newcomers reclassified after 4 years at Aurum Preparatory Academy: 100%</p> <p>LTELs reclassified as proficient after 2 years at Aurum Preparatory Academy: 100%</p>
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SCHOOL ATTENDANCE RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Average Daily Attendance Rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annual Average Daily Attendance will be at least 95%.	<p>1. Daily calls home to parents of absent students. (Dean of Students)</p> <p>2. Parent conference and individual attendance plan</p>	95% or more	95% or more	95% or more	95% or more	95% or more

	after 3 student absences. (Dean of Students)					
	3. Monthly positive incentives for students with 100% attendance. (Dean of Students)					

CHRONIC ABSENTEEISM RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Attendance Rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
90% of students will maintain an attendance rate of 95% or higher. Fewer than 3% of students will be "chronically absent" (miss 10% or more of the schoolyear).	1. Daily calls home to parents of absent students. (Dean of Students) 2. Parent conference and individual attendance plan after 3 student absences. (Dean of Students) 3. Monthly positive incentives for students with 100% attendance. (Dean of Students)	Students with 95+% attendance: 90% or more "Chronically absent" students: 3% or less	Students with 95+% attendance: 90% or more "Chronically absent" students: 3% or less	Students with 95+% attendance: 90% or more "Chronically absent" students: 3% or less	Students with 95+% attendance: 90% or more "Chronically absent" students: 3% or less	Students with 95+% attendance: 90% or more "Chronically absent" students: 3% or less

DROPOUT RATE [Middle and High Schools Only]
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: MiSIS				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
100% of 6-8 students will matriculate to high school (grades 9-12).	1. School will offer an academically engaging and supportive learning community, with individualized support throughout the day. (Executive Director, Teachers) 2. Annual summer recovery program to allow students to make up credits. (Executive Director) 3. Ensure that students transferring out of Aurum	Middle school dropout rate: 0%	Middle school dropout rate: 0%	6-8 students matriculating to high school: 100%	6-8 students matriculating to high school: 100%	6-8 students matriculating to high school: 100%

	Prep are immediately enrolled in another school. (Executive Director)					
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STUDENT SUSPENSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Suspension Rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annual suspension rate will be 5% or lower.	<p>1. Annual and ongoing professional development for teachers on classroom management techniques and positive behavior support plans. (Executive Director, Dean of Students)</p> <p>2. Engage in collaborative problem-solving with parents when initial misbehaviors occur. (Dean of Students)</p> <p>3. Conduct weekly community circle and provide positive incentives for student behavior. (Executive Director, Dean of Students)</p> <p>4. Students struggling with misbehavior will be put on an individualize behavior support plan. (Dean of Students)</p>	5% or less	5% or less	5% or less	5% or less	5% or less

STUDENT EXPULSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Expulsion Rates				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Annual suspension rate will be 5% or lower.	<p>1. Annual and ongoing professional development for teachers on classroom management techniques and positive behavior support plans. (Executive Director, Dean of Students)</p> <p>2. Engage in collaborative problem-solving with parents when initial misbehaviors occur. (Dean of Students)</p> <p>3. Conduct weekly community circle and provide positive incentives for student behavior. (Executive Director, Dean of Students)</p> <p>4. Students struggling with misbehavior will be put on an individualize behavior support plan. (Dean of Students)</p>	5% or less	5% or less	5% or less	5% or less	5% or less
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[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student/family/teacher satisfaction surveys				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annually, 1% or fewer of students will be expelled.	<p>1. Annual and ongoing professional development for teachers on classroom management techniques and positive behavior support plans. (Executive Director, Dean of Students)</p> <p>2. Engage in collaborative problem-solving with parents when initial misbehaviors occur. (Dean of Students)</p> <p>3. Conduct weekly community circle and provide positive incentives for student behavior. (Executive Director, Dean of Students)</p>	1% or less	1% or less	1% or less	1% or less	1% or less

	4. Students struggling with misbehavior will be put on an individualize behavior support plan. (Dean of Students)					
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**[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
STATE PRIORITY #6: SCHOOL CLIMATE**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student/family/teacher satisfaction surveys				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annually, an approval rating of 90% or higher on student, family, and teacher surveys.	<p>1. Daily student advisory sessions and weekly community circles promote a sense of connectedness. (Teachers)</p> <p>2. Monthly family events, biweekly calls home, and weekly character reflections to parents. (Executive Director, Teachers)</p>	<p>Approval rating: 90% or higher</p> <p>Participation rates: 100% of teachers 90%+ of students 50%+ of parents</p>	<p>Approval rating: 90% or higher</p> <p>Participation rates: 100% of teachers 90%+ of students 50%+ of parents</p>	<p>Approval rating: 90% or higher</p> <p>Participation rates: 100% of teachers 90%+ of students 50%+ of parents</p>	<p>Approval rating: 90% or higher</p> <p>Participation rates: 100% of teachers 90%+ of students 50%+ of parents</p>	<p>Approval rating: 90% or higher</p> <p>Participation rates: 100% of teachers 90%+ of students</p>

**BROAD COURSE OF STUDY
STATE PRIORITY #7**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Student schedules/transcripts				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annually, 100% of students, including all subgroups, will have access to and enroll in a course of study in ELA, mathematics, social science/history, science, physical education, and elective courses in visual and performing arts, world language, and/or an academic content	1. Annually, school follows a daily and weekly schedule that allows students from all subgroups to access a broad course of study. (Executive Director, Principal)	100%	100%	100%	100%	100%

area (see course descriptions).						
[OTHER STUDENT OUTCOMES] STATE PRIORITY #8						
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: Internal assessment data				
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
85% of students, including subgroups will achieve growth between each interim assessment and comprehensive assessment.	1. School will conduct data analysis days following each interim assessment to set goals and guide instruction and intervention. (Executive Director) 2. Weekly professional development will analyze student data and track progress in academic achievement. (Executive Director)	85% or more	85% or more	85% or more	85% or more	85% or more

Appendix I – District Surrounding School Racial & Ethnic Demographics

DISTRICT & SURROUNDING SCHOOL RACIAL & ETHNIC DEMOGRAPHICS											
	Total // of Students 2014	% American Indian or Alaska Native	% Asian	% Black or African American	% Filipino	% Hispanic or Latino	% Multiple/ No Response	% Native Hawaiian or Pacific Islander	% None Reported	% Two or More Races	% White
Comparison School:											
Elmhurst Community Prep Middle School	365	n/a	1.4%	36.4%	.3%	57.3%	n/a	2.2%	n/a	.8%	.5%
Castlemont High School	564	n/a	1.2%	38.4%	.2%	52.7%	n/a	6.1%	n/a	.2%	.6%
District-wide:	49,052 (District and Charter)/37,075 (District)	.3%	14.4%	27.4%	n/a	41.1%	n/a	1.1%	1.4%	3.5%	10.8%
OUSD											
Data Source(s):	"Academic Accountability Report Card." <i>CCSA Snapshot Reports</i> . N.p., n.d. Web. < http://snapshots.ccsa.org/aarc/ >.										

Appendix J – Meaningfully Interested Signature Forms

STUDENTS INFORMATION							
	LAST NAME	FIRST NAME	MIDDLE INITIAL	2015-16 OUSD HOME SCHOOL	2015-16 GRADE LEVEL	STREET	CITY
1	Johnson	Davis		N/A	7	4242 San Pablo	Oakland
2	Brooklyn	Lee		Acts Christian Academy	4	5267 Hesperian BLVD #	Oakland
3	Ma'kyah	Burnett		N/A	5	27587 Sebastian Way	Hayward
4	Ma'kyah	Lacy		N/A	3	27587 Sebastian Way	Hayward
5	Dunlap	Kahliah		N/A	1	834 Hancock st	Hayward
6	Nichols	Makayia		N/A	4	30827 periwinkle drive	Oakland
7	Nichols	Elayjah		N/A	2	30827 periwinkle drive	Oakland
8	Henry	Jamani		Aspire College Prep	4	6465 foothill blvd #402	Oakland
9	Castillo-Gomer	Zyalre		N/A	4	2602 Hamboldt ave	Oakland
10	Byrd	Diamond		Markham School	2	13378 Campus Drive	Oakland
11	Ruiara	Deandre		N/A	4	290 Wister Road	Oakland
12	Ortega	Ashley		Cox Academy	5	9212 Hillside st	Oakland
13	Ortega	Oswaldo		Cox Academy	2	9212 Hillside st	Oakland
14	Valencia	Adriel		Cox Academy	5	9839 Plymouth st	Oakland
15	Martinez	Angel		East Bay Innovation	7	9839 Plymouth st	Oakland
16	Haynes	Xavier		N/A	4	2423 Ritchie Street	Oakland
17	Chavez	Lluvia		N/A	3	1622 85 Ave apt #3	Oakland
18	Johnson	Habakuk		N/A	4	N/A	Oakland
19	Johnson	Hanlaniah		N/A	2	N/A	Oakland
20	Ochoa	Bemekim		Parker	5	2770 5th ave	Oakland
21	Ochoa	Lelani		ACA	3	2770 5th ave	Oakland
22	Boykin	Christopher		Yates Elementary	4	555 19th st 410	Oakland
23	Wade	Dejah		NEA Community Learning	4	1418 Calver Place	Oakland
24	Thomas	Ameyha		Futures Academy	4	6464 Foothill blvd 413	Oakland
25	Destinee	Shah		CSCE	4	1560 Jackson Street	Oakland
26	Flores	Melody		Cox Academy	2	9223 Sunnyside street	Oakland
27	Flores	Jaslene		Cox Academy	K	9223 Sunnyside street	Oakland
28	Castonada	Joneth		N/A	4	9834 Olizee street	Oakland
29	Castonada	Agustine		N/A	1	9834 Olizee street	Oakland
30	Pablo	Amikar		Cox Academy	4	467 Fruitvale Ave apt 13	Oakland
31	Pablo	Mariza		Cox Academy	K	467 Fruitvale Ave apt 13	Oakland

The students listed below are meaningfully interested in attending the charter school in the 2015-16 school year.

STUDENTS INFORMATION							
	LAST NAME	FIRST NAME	MIDDLE INITIAL	2015-16 OUSD HOME SCHOOL	2015-16 GRADE LEVEL	STREET	CITY
32	Vaca	Alejandra		Cox Academy	3	1941 94th ave	Oakland
33	Vaca	Valente		Cox Academy	2	1941 94th ave	Oakland
34	Torres	Duice		Cox Academy	3	2341 90th Ave apt 9	Oakland
35	Dominguez	Victor		N/A	2	2250 96th Ave #120	Oakland
36	Dominguez	Johana		N/A	K	2250 96th Ave #120	Oakland
37	Juarez	Sherly		Cox Academy	2	9111 A Street	Oakland
38	Juarez	Hadery		Cox Academy	K	9111 A Street	Oakland
39	Suaris	Favian		N/A	2	1955 88th Ave	Oakland
40	Rodriguez	Montserrat		N/A	2	7040 Fresno St	Oakland
41	Gonzalez	Liney		Cox Academy	2	1700 101st Ave	Oakland
42	Gomez	Genesis		N/A	K	9214 SunnySide	Oakland
43	Novela	Manuel		N/A	1	2311 100th Ave	Oakland
44	Cruz	Solano		N/A	1	1315 81st Ave	Oakland
45	Montoya	Jasmine		Cox Academy	3	9402 Plymouth st	Oakland
46	Rivas	Angel		N/A	K	2105 Luna Ave	San Leandro
47	Barrera	Bianca		N/A	5	1810 100th ave	Oakland
48	Barrera	Yaretzi		N/A	2	1810 100th ave	Oakland
49	Garcia	Ethan		Cox Academy	K	967 88th Ave	Oakland
50	Tamavo	Sulema		N/A	K	2341 90 Ave #6	Oakland
51	Nunez	Rafael		N/A	2	10107 Walnut Street	Oakland
52	Ringlad	Olivea		N/A	K	8815 B Street	Oakland
53	Vance	Michah		Cox Academy	K	9706 Cherry st #6	Oakland
54	Galicia	Paola		Cox Academy	2	1322 96 ave apt a	Oakland
55	Martinez	Jimmy		N/A	1	9707 sunnyside st	Oakland
56	Mejines	Edwardo		N/A	K	2009 102nd Ave	Oakland
57	Hip	Rosandra		N/A	4	9842 Sunnyside	Oakland
58	Reyes	Simon		Cox Academy	5	8629 B St	Oakland
59	Reyes	Kenya		Cox Academy	4	8629 B St	Oakland
60	Mateus	Rosa		Cox Academy	5	1815 98th ave	Oakland
61	Mateus	Joanna		Cox Academy	3	1815 98th ave	Oakland
62	Ledezma	Marta		N/A	5	1515 101 ave	Oakland

The students listed below are meaningfully interested in attending the charter school in the 2015-16 school year

STUDENTS INFORMATION

	LAST NAME	FIRST NAME	MIDDLE INITIAL	2015-16 OUSD HOME SCHOOL	2015-16 GRADE LEVEL	STREET	CITY
63	Ledezma	Marina		N/A	1	1515 101 ave	Oakland
64	Ledezma	Leticia		N/A	1	1515 101 ave	Oakland
65	Retana	Vanessa		Cox Academy	3	1809 98th ave	Oakland
66	Lazarit	Omay		N/A	K	10304 Plymouth	Oakland
67	Ramirez	Ivan		N/A	2	2024 102nd ave	Oakland
68	Ramirez	Yvette		N/A	1	2024 102nd ave	Oakland
69	Bonilla	Alyssa		N/A	2	2126 94th ave	Oakland
70	Bonilla	Melvin		N/A	6	2126 94th ave	Oakland
71	Zaraguza	Aldil		N/A	2	9851 Plymouth st	Oakland
72	Zaraguza	Juan		N/A	K	9851 Plymouth st	Oakland
73	Hildago	Fernando		N/A	K	1824 96th #2	Oakland
74	Hildago	Oscar		N/A	5	1824 96th #2	Oakland
75	Johnson	Isaiah		N/A	4	8334 A Street apt C	Oakland
76	White	Asia		Cox Academy	2	2139 108th Ave	Oakland
77	Lewis	Amya		Cox Academy	5	9927 99th street ave	Oakland
78	Simpkins	Jalyn		Cox Academy	1	9740 Bancroft ave	Oakland
79	Simpkins	Twinnett		Cox Academy		9740 Bancroft ave	Oakland
80	Avila	Andres		Cox Academy	4	9212 Hillside st #9	Oakland
81	Rios	Alejandro		N/A	2	N/A	Oakland
82	Calixto	Briana		N/A	3	2120 106 ave	Oakland
83	Martinez	Ruben		N/A	3	10335 Bancroft ave C	Oakland
84	Castenada	Francisco		N/A	4	9885 Toler ave	Oakland
85	Manzanarez	Orlando		N/A	3	9719 Sunnyside st	Oakland
86	Ruiz	Kristine		N/A	3	1214 46 ave	Oakland
87	Gonzalez	Richardo		Cox Academy	4	9921 Holly street	Oakland
88	Gonzalez	Amia		Cox Academy	1	9921 Holly street	Oakland
88	Gonzalez	Amia		Cox Academy	1	9921 Holly street	Oakland
89	Smith	Nweah		Cox Academy	3	9220 Sunnyside street #6	Oakland
90	Murillo	Tayna		Cox Academy	3	1320 76th Ave	Oakland
91	Curiel	Natalie		Cox Academy	4	2615 109th ave	Oakland
92	Douglass	Anthony		Cox Academy	4	2639 26th ave	Oakland
93	Madrigal	Aquiles		Cox Academy	4	2308 99th ave	Oakland

The students listed below are meaningfully interested in attending the charter school in the 2015-16 school year

STUDENTS INFORMATION

	LAST NAME	FIRST NAME	MIDDLE INITIAL	2015-16 OUSD HOME SCHOOL	2015-16 GRADE LEVEL	STREET	CITY
94	Torres	Alyssa		N/A	4	3926 Beresord st	San Mateo
95	Ross	Taveyon		Cox Academy	4	10000 pippen street	Oakland
96	Williams	Shaynon		N/A	3	46 e madill st	Antioch
97	Howard	Elijah		Cox Academy	1	8603 hillside st #114	Oakland
98	Jefferson	Zamora		Cox Academy	1	1307 64 ave	Oakland
99	Davis	Rishun		Cox Academy	5	4500 E 14th Street 351	Oakland
100	Simote	Samate		N/A	4	8909 Dowling st	Oakland
101	Martinez	Natalie		Cox Academy	2	1289 100th ave	Oakland
102	Siharath	Duane		Cox Academy	6	2402 E 24th #2	Oakland
103	Siharath	Devon		Cox Academy	5	2402 E 24th #2	Oakland
104	Ross	Paris		Cox Academy	2	10000 pippen street	Oakland
105	Jarrell	Warren		Cox Academy	3	1582 Tucke St	Oakland
106	Danny	Pablo		N/A	4	2025 100th St	Oakland
107	Henry	Enriquez		N/A	3	402 Grammerly PL	Oakland
108	Rios	Yoslin		Cox Academy	3	9231 Sunnyside st	Oakland
109	Ramirez	Emelin		N/A	3	2010 90th avenue	Oakland
110	Ramos	Selena		N/A	2	9706 E st #3	Oakland
111	Lopez	Miguel		N/A	4	2163 109th ave	Oakland
112	Lopez	Alejandra		N/A	K	2163 109th ave	Oakland
113	Davalos	Francia		Cox Academy	4	1907 102nd ave	Oakland
114	Carillo	Valeria		Cox Academy	4	1336 60th ave	Oakland
115	Bastidas	Alyssa		Cox Academy	4	10716 Bancroft	Oakland
116	Aguirra	Jose		Cox Academy	4	10716 Bancroft	Oakland
117	Perez	Yulisa		Cox Academy	4	2618 79 ave	Oakland
118	Perez	Leah		Cox Academy	4	2618 79 ave	Oakland
119	Torres	Alyssa		N/A	4	3926 Beresford	Oakland
120	Clark	Sanya		N/A	4	1981 Avseon	Oakland
121	Thomas	Makayla		Brookfield	5	272 Sextus rd	Oakland
122	Thomas	Markell		Brookfield	2	272 Sextus rd	Oakland
123	Chase	Taylor		Piedmont Elementary	3	1702 18th ave	Oakland

The students listed below are meaningfully interested in attending the charter school in the 2015-16 school year.

STUDENTS INFORMATION

	LAST NAME	FIRST NAME	MIDDLE INITIAL	2015-16 OUSD HOME SCHOOL	2015-16 GRADE LEVEL	STREET	CITY
124	Garcia	Nuelany		9715 Empire Road	10	9715 Empire Road	
125	Zepeda	Ydadlid		N/A	6	9715 Empire Road	Oakland
126	Iles	Lamiya		Parker	5	7015 Macarthur BLVD	Oakland
127	Davis	Navie		Parker	K	7015 Macarthur BLVD	Oakland
128	Rivera	Kristian		N/A	5	2402 E27 apt 3	Oakland

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>David Johnson</u>	Current Grade: <u>NA</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>4242 San Pablo Dam RD. El Sobrante</u>	
Street City, State Zip	
Home Phone: <u>(707) 655-3335</u> Age: <u>22</u> Date of Birth: <u>7-11-2002</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>No</u>	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2017-2018
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: _____	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 2-28-2016

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Lee, Brooklyn</u> <small>Last, First, Middle</small>	Current Grade: <u>4</u> Grade In 2017-2018
Home Address: <u>15247 Hesperian BLVD #5</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 332-5141</u> Age: <u>10</u>	Date of Birth: <u>2-21-06</u>
1) Is your child currently enrolled in a charter school? <u>Private</u> Y/N (circle one) If yes, write the name of the charter school: <u>ATCS Christian Academy</u>	
2) Resident of Oakland Unified School District? <u>Y</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade In 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>L. Lee Johnson Lajie' Lee-Johnson</u> <small>Last, First, Middle</small>	
Home Address: <u>15247 Hesperian BLVD #5 San Leandro</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 397-2888</u>	Email: <u>lajielee@icloud.com</u> <u>Ca. 94578</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: L. Lee Johnson

Date: 2-28-16

Dear potential Aurum Preparatory Academy parents/guardians:

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Student 1:	
Name: <u>Burnett Maikott</u> <small>Last, First, Middle</small>	Current Grade: <u>5th</u> Grade in 2017-2018
Home Address: <u>27587 Sebastian Way</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 485-3667</u>	Age: <u>10</u> Date of Birth: <u>8-23-05</u>
1) Is your child currently enrolled in a charter school? Y/ <input checked="" type="radio"/> N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/ <input checked="" type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: <u>Lacy MaKyan</u> <small>Last, First, Middle</small>	Current Grade: <u>3rd</u> Grade in 2017-2018
Home Address: <u>27587 Sebastian Way CA 94544 Hayward</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 485-3667</u>	Age: <u>8</u> Date of Birth: <u>8-23-07</u>
1) Is your child currently enrolled in a charter school? Y/ <input checked="" type="radio"/> N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/ <input checked="" type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>MaEnara Branch</u> <small>Last, First, Middle</small>	
Home Address: <u>27587 Sebastian Way Hay CA 94544</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 485-3667</u>	Email: <u>Artworkmediaent@gmail.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Date:

Feb 20th 2015 

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Dunlap Marcus</u> <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: <u>834 hancock st hayward CA Apt #9 94544</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 990-959</u> Age: <u>26</u> Date of Birth: <u>12/06/89</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: <u>Kalish Dunlap</u> <small>Last, First, Middle</small>	Current Grade: <u>1</u> Grade in 2017-2018
Home Address: <u>834 hancock st Apt #9 hayward CA 94544</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 999-0959</u> Age: <u>6</u> Date of Birth: <u>7/21/09</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Marcus Dunlap</u> <small>Last, First, Middle</small>	
Home Address: <u>834 hayward CA Apt #9 94544</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 999-0959</u> Email: <u>MrDunlap4126@gmail.com</u>	

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Signature of Parent/Legal Guardian: _____

Date: 12/28/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Malakyla Nichols</u> <small>Last, First, Middle</small>	Current Grade: <u>4</u> Grade in 2017-2018
Home Address: <u>30827 Periwinkle Dr</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 674-3636</u> Age: <u>10</u> Date of Birth: <u>12-31-05</u>	
1) Is your child currently enrolled in a charter school? <u>Y</u> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <u>Y</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: <u>Elijah Walker</u> <small>Last, First, Middle</small>	Current Grade: <u>2</u> Grade in 2017-2018
Home Address: <u>30827 Periwinkle Dr</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 674-3636</u> Age: <u>7</u> Date of Birth: <u>3-29-08</u>	
1) Is your child currently enrolled in a charter school? <u>Y</u> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <u>Y</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Vanessa Obligation</u> <small>Last, First, Middle</small>	
Home Address: <u>30827 Periwinkle Dr Union City CA 94587</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 674-3636</u> Email: <u>Vanessa.Obligation@gmail.com</u>	

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Signature of Parent/Legal Guardian: 

Date: 2/28/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Henry Jamani Amar</u>	Current Grade: <u>4th</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>6465 Foothill Blvd #402 Oakland CA 94605</u>	
Street City, State Zip	
Home Phone: <u>(510) 830-7488</u>	Age: <u>9</u> Date of Birth: <u>05-03-06</u>
1) Is your child currently enrolled in a charter school? <u>Y</u> /N (circle one) If yes, write the name of the charter school: <u>Aspire College Academy</u>	
2) Resident of Oakland Unified School District? <u>Y</u> /N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>NO</u>	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2017-2018
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: (____) _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Rachel Henry Rachel E.</u>	
Last, First, Middle	
Home Address: <u>6465 Same</u>	
Street City, State Zip	
Home Phone: <u>510, 830-7188</u>	Email: <u>rachelew20@gmail.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Rachel E. Henry

Date: 02-28-17

Dear potential Aurum Preparatory Academy parents/guardians:

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Student 1:	
Name: <u>CASTILLO-GOMEZ, ZHAIRE</u> <small>Last, First, Middle</small>	Current Grade: <u>4th</u> Grade in 2017-2018
Home Address: <u>2602 Humboldt Ave. Oak, CA 94602</u> <small>Street City, State Zip</small>	
Home Phone: <u>510.328-1086</u> Age: <u>9</u> Date of Birth: <u>8/4/06</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>NO</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>SEQUOIA</u>	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>[Signature]</u> for _____ <small>Last, First, Middle</small>	
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Email: _____	

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Signature of Parent/Legal Guardian:

Date:

[Signature]
3/30/16

Dear potential Aurum Preparatory Academy parents/guardians:

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Student 1:	
Name: <u>Diamond Byrd</u>	Current Grade: <u>2</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>13378 Campus Dr. OAK. Ca. 94605</u>	
Street City, State Zip	
Home Phone: <u>(510) 583-0187</u> Age: <u>8</u> Date of Birth: <u>11.24.07</u>	
1) Is your child currently enrolled in a charter school? <u>Y</u> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <u>Y</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>Markham School</u>	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2017-2018
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Stephanie Pendarvic</u>	
Last, First, Middle	
Home Address: <u>13378 Campus Dr. OAK. Cal. 94605</u>	
Street City, State Zip	
Home Phone: <u>510 583-0187</u> Email: <u>stephanieP@gmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Date: 2.28.16

Stephanie Pendarvic

Dear potential Aurum Preparatory Academy parents/guardians:

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Student 1:	
Name: <u>Rivara DeAndre</u>	Current Grade: <u>4th</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>290 Wister Rd</u>	
Street City, State Zip	
Home Phone: <u>609, 915-4271</u>	Age: <u>9</u> Date of Birth: <u>06/04/09</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2017-2018
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: (____) _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Rivara DeAndre</u>	
Last, First, Middle	
Home Address: <u>290 Wister Rd</u>	
Street City, State Zip	
Home Phone: <u>609, 915-4271</u>	Email: <u>Lurara@gmail.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: _____

Dear potential Aurum Preparatory Academy parents/guardians:

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Student 1:	
Name: <u>Ortega-Garcia Ashley</u> <small>Last, First, Middle</small>	Current Grade: <u>5</u> Grade in 2017-2018
Home Address: <u>9212 Hillside St. F Oakland CA 94603</u> <small>Street City, State Zip</small>	
Cell Home Phone: <u>(510) 303-8093</u>	Age: <u>11</u> Date of Birth: <u>1-07-05</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="checkbox"/> Y / <input type="checkbox"/> N (circle one) If yes, write the name of the charter school: <u>Cox Academy LPS</u>	
2) Resident of Oakland Unified School District? <input checked="" type="checkbox"/> Y / <input type="checkbox"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Alliance</u>	
Student 2:	
Name: <u>Ortega Garcia Osvaldo</u> <small>Last, First, Middle</small>	Current Grade: <u>1</u> Grade in 2017-2018
Home Address: <u>9212 Hillside St. F Oakland CA 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 303-8093</u>	Age: <u>5</u> Date of Birth: <u>4-01-10</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="checkbox"/> Y / <input type="checkbox"/> N (circle one) If yes, write the name of the charter school: <u>Cox Academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="checkbox"/> Y / <input type="checkbox"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Cox</u>	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Garcia Martha</u> <small>Last, First, Middle</small>	
Home Address: <u>9212 Hillside St. F Oakland CA 94603</u> <small>Street City, State Zip</small>	
Cell Home Phone: <u>(510) 303-8093</u>	Email: <u>marthugarcia8432@att.net</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Date: 4-06-16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>ADRIEL VALENCIA</u>	Grado Actual: <u>5</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>9839 Plymouth st apt A oakland ca 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 723 4609</u>	Edad del Estudiante: <u>10</u> Fecha de Nacimiento: <u>05-25-05</u>
1) ¿Esta su hijo/a actualmente matriculado en una escuela chárter? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Cox academy</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
<hr/>	
Estudiante 2:	
Nombre: <u>ANGEL MARTINEZ</u>	Grado Actual: <u>7</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>MISMA DIRECCIÓN</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 723 4609</u>	Edad del Estudiante: <u>12</u> Fecha de Nacimiento: <u>3-28-03</u>
1) ¿Esta su hijo/a actualmente matriculado en una escuela chárter? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>IBAY INOVACIÓN</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
<hr/>	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Norma Morales Campos</u>	
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>9839 Plymouth st apt A oakland ca 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 723 4609</u>	Correo Electrónico: <u>Norma.morales935@gmail.com</u>

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 - 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Norma Morales C.
Fecha: 4-6-16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Haynes Xavier</u>	Current Grade: <u>4th</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>2433 Ritchie St</u>	
Street City, State Zip	
Home Phone: <u>510, 501-9495</u>	Age: <u>9</u> Date of Birth: <u>10-5-06</u>
1) Is your child currently enrolled in a charter school? <u>Y</u> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <u>Y</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2017-2018
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Erica E. Jones</u>	
Last, First, Middle	
Home Address: <u>2433 Ritchie St</u>	
Street City, State Zip	
Home Phone: <u>510, 501-9495</u>	Email: <u>erica@gmail.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Erica E. Jones

Date: 4-8-2016

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Chavez Lluvia</u>	Grado Actual: <u>3^o</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>1622 85 Ave Apt #3 Oakland ca. 94621</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(650) 471 5820</u>	Edad del Estudiante: <u>9</u> Fecha de Nacimiento: <u>04-01-07</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <u>Si/No</u> (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <u>Si/No</u> (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: (____)	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <u>Si/No</u> (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <u>Si/No</u> (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: _____	Apellido, Primer Nombre, Segundo Hombre
Domicilio: _____	Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: (____)	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: _____

Fecha: 04-8-16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Johnson Habakkuk</u>	Current Grade: <u>4</u> Grade in 2017-2018: <u>6</u>
Last, First, Middle	
Home Address: _____ Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: <u>Johnson Hananiah</u>	Current Grade: <u>2</u> Grade in 2017-2018: <u>4</u>
Last, First, Middle	
Home Address: _____ Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Smith Gina Renee</u>	
Last, First, Middle	
Home Address: <u>10435 Foothill #203</u>	
Street City, State Zip	
Home Phone: <u>(909) 586-9920</u> Email: <u>Co: 94605@yahoo.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: _____

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Ochoa Bernadine</u> <small>Last, First, Middle</small>	Current Grade: <u>5th</u> Grade in 2017-2018
Home Address: <u>2770 75th Ave Oakland</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 689-6601</u>	Age: <u>10</u> Date of Birth: <u>6-9-05</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>ACA</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Home Wilson PS PS Parker</u>	
Student 2:	
Name: <u>Lailani Chhin</u> <small>Last, First, Middle</small>	Current Grade: <u>3rd</u> Grade in 2017-2018
Home Address: <u>2770 75th Ave Oakland, Ca 94605</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 689-6601</u>	Age: <u>8</u> Date of Birth: <u>4/24/07</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>ACA</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Parker</u>	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Ochoa Arana</u> <small>Last, First, Middle</small>	
Home Address: <u>2770 75th Ave Oakland Ca 94605</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 689-6601</u>	Email: <u>Chhin.arana@icloud.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [Signature]

Date: 4/2/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>BOYKIN CHRISTOPHER A.</u>	Current Grade: <u>3</u> Grade In 2017-2018 <u>4</u>
Last, First, Middle	
Home Address: <u>555 19th St. #410 OAKLAND, CA 94612</u>	
Street City, State Zip	
Home Phone: <u>(510) 688-4914</u>	Age: <u>9</u> Date of Birth: <u>12/21/06</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>LOWELL ELEMENTARY (CURRENTLY ATTENDING ANNA KATES IN EMERYVILLE)</u>	
Student 2:	
Name: _____	Current Grade: _____ Grade In 2017-2018 _____
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>LYONS, ASHLEY L.</u>	
Last, First, Middle	
Home Address: <u>555 19th St. #410 OAKLAND, CA 94612</u>	
Street City, State Zip	
Home Phone: <u>(510) 688-4914</u>	Email: <u>ms.ashley.lyons@gmail.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 4/2/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Dial Devin E.</u>	Current Grade: <u>4</u> Grade in 2017-2018
Home Address: <u>1418 Valver Place</u>	
Home Phone: <u>510.315.0000</u> Age: <u>9</u> Date of Birth: <u>07032006</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
<u>Nea Community Learning Center</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>(circle one)</u>	
Student 2:	
Name: _____ Current Grade: _____ Grade in 2017-2018	
Home Address: _____	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: _____	
Home Address: _____	
Home Phone: (____) _____ Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: John A Wade

Date: 01/02/2016

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Thomas, Ameyha S</u> <small>Last, First, Middle</small>	Current Grade: <u>6th</u> Grade in 2017-2018
Home Address: <u>6465 Foothill blvd #413 Oakland, CA 94605</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 688-4623</u> Age: <u>9</u> Date of Birth: <u>09-08-06</u>	
1) Is your child currently enrolled in a charter school? <u>Y</u> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <u>Y</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Futures Elementary</u>	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Fogle, Meisha R</u> <small>Last, First, Middle</small>	
Home Address: <u>6465 Foothill blvd #413 Oakland, CA 94605</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 688-4623</u> Email: <u>Meisha.Fogle28@gmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/ Legal Guardian: _____

Date: 09-02-16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>SHAH, RAULENE DESTINNE</u>	Current Grade: <u>4</u> Grade In 2017-2018 <u>6TH</u>
Last, First, Middle	
Home Address: <u>1560 JACKSON ST #19</u>	
Street City, State Zip	
Home Phone: <u>(415) 518 0552</u>	Age: <u>9</u> Date of Birth: <u>09/06/2006</u>
1) Is your child currently enrolled in a charter school? <u>Y</u> /N (circle one) If yes, write the name of the charter school:	
<u>COMMUNITY SCHOOL FOR CREATIVE EDUCATION</u>	
2) Resident of Oakland Unified School District? <u>Y</u> /N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>COMMUNITY SCHOOL FOR CREATIVE EDU</u>	
Student 2:	
Name: _____	Current Grade: _____ Grade In 2017-2018 _____
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: (____) _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Richards, Bernadette</u>	
Last, First, Middle	
Home Address: <u>1560 JACKSON ST #19, OAKLAND, CA 94612</u>	
Street City, State Zip	
Home Phone: <u>(415) 518 0552</u>	Email: <u>celinamarchand@yahoo.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 4/2/2016

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Flores, Martene Melody</u> <small>Last, First, Middle</small>	Current Grade: <u>1st</u> 2nd Grade in 2017-2018
Home Address: <u>9223 Sunnyside St, Oakland CA 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 560-0085</u> Age: <u>7</u> Date of Birth: <u>04/01/09</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>Yes, Cox Academy</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>OUSD</u>	
Student 2:	
Name: <u>Flores, Martene Conrado</u> <small>Last, First, Middle</small>	Current Grade: <u>K</u> Grade in 2017-2018
Home Address: <u>9223 Sunnyside St, Oakland CA 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 560-0085</u> Age: <u>5</u> Date of Birth: <u>11/16/10</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>Yes, Cox Academy</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>OUSD</u>	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Gutierrez, Marla Alejandra</u> <small>Last, First, Middle</small>	
Home Address: <u>9223 Sunnyside St, Oakland, CA 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 560-0085</u> Email: <u>2600 marla@gmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 3/23/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Castroñeda Adelaide Joneth</u>	Grado Actual: <u>4º</u> Grado en 2017-2018 <u>5 y 6.</u>
Domicilio: <u>9834 Olive St. California 94603</u>	
Teléfono de Casa: <u>510 491-4483</u> Edad del Estudiante: <u>9</u> Fecha de Nacimiento: <u>8-6-2006</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: <u>Castroñeda Gerardo Agustín</u>	Grado Actual: <u>1º</u> Grado en 2017-2018 <u>2 y 3.</u>
Domicilio: <u>Misma (some)</u>	
Teléfono de Casa: <u>() Some</u> Edad del Estudiante: <u>7</u> Fecha de Nacimiento: <u>2-24-2008</u>	
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Peña Leslie (mama) Elena Peña (abuela)</u>	
Domicilio: <u>Some</u>	
Teléfono de Casa: <u>() Some</u> Correo Electrónico:	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 - 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal:

Fecha: Mayo 4, 2016

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Amitkar Pablo</u>	Grado Actual: <u>4^{to}</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>1467 Fruitvale ave Apt 136 Oakland CA 94601</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 575-8941</u>	Edad del Estudiante: <u>10</u> Fecha de Nacimiento: <u>01-28-06</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Cox Academi</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Cox</u>	
Estudiante 2:	
Nombre: <u>Maritza Gomez</u>	Grado Actual: <u>K</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>1467 Fruitvale ave Apt 136 Oakland CA 94601</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 575-8941</u>	Edad del Estudiante: <u>6</u> Fecha de Nacimiento: <u>04-04-2010</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Pablo Maria</u>	Apellido, Primer Nombre, Segundo Nombre
Domicilio: <u>1467 Fruitvale ave Apt 136 Oakland CA 94601</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 575-8941</u>	Correo Electrónico: <u>maria-pablo@live.com</u>

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 - 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [Firma]

Fecha: 05-04-16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Angelina Vaca-Elias</u> <small>Last, First, Middle</small>	Current Grade: <u>3</u> Grade in 2017-2018
Home Address: <u>1441 94th Ave</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 277-4477</u> Age: <u>9</u> Date of Birth: <u>05/24/07</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>COX</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: <u>Vaca Elias Valente</u> <small>Last, First, Middle</small>	Current Grade: <u>2</u> Grade in 2017-2018
Home Address: <u>1441 94th Ave</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 277-4477</u> Age: <u>7</u> Date of Birth: <u>08/27/08</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>COX</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Maria Vaca</u> <small>Last, First, Middle</small>	
Home Address: <u>1441 94th Ave</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 277-4477</u> Email: <u>maria.vaca.24@gmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 05/04/17

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>Dulce Torres</u>	Grado Actual: <u>3</u>	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre		
Domicilio: <u>2341 90th Ave 94603 Oakland CA 94619</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>(510) 868-91-09</u>	Edad del Estudiante: <u>8</u>	Fecha de Nacimiento: <u>7-22-2007</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:		
<u>Si</u> <u>COX ACADEMY</u>		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Estudiante 2:		
Nombre: _____	Grado Actual: _____	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre		
Domicilio: _____		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: (____)	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: _____		
Apellido, Primer Nombre, Segundo Nombre		
Domicilio: _____		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: (____)	Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Nahemi Cheola
Fecha: 4-04-16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>VICTOR Dominguez</u>	Grado Actual: <u>2</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>2250 96th Av # 120 Oakland CA 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 2743996</u>	Edad del Estudiante: <u>8</u> Fecha de Nacimiento: <u>03-05-08</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <u>Si/No</u> (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <u>No</u> (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
<u>Cox.</u>	
Estudiante 2:	
Nombre: <u>Johana Dominguez</u>	Grado Actual: <u>Kindergarten</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>2250 96th Av # 120 Oakland CA 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 2743996</u>	Edad del Estudiante: <u>5</u> Fecha de Nacimiento: <u>03-11-11</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <u>Si/No</u> (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
<u>Cox</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <u>No</u> (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Laura Dominguez</u>	
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>2250 96th Av # 120 Oakland CA 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 2743996</u>	Correo Electrónico:

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 - 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Laura Dominguez

Fecha: 05-04-17

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Sherly Garcia Suarez</u>	Grado Actual: <u>2</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>9111 "A" St Oakland CA 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 562-1766</u>	Edad del Estudiante: <u>7</u> Fecha de Nacimiento: <u>08-27-08</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Cox academy</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Cox academy</u>	
Estudiante 2:	
Nombre: <u>Hadery Garcia Suarez</u>	Grado Actual: <u>K</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>9111 A St Oakland CA 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 562-1766</u>	Edad del Estudiante: <u>6</u> Fecha de Nacimiento: <u>10-16-17</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Si</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Cox academy</u>	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Judit Suarez Navarro</u>	
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>9111 A St Oakland CA 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 562-1766</u>	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián legal: _____

Fecha: 05-4-16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Sauris favian</u>	Grado Actual: <u>2</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>1955 88th Ave</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>805 317-1425</u>	Edad del Estudiante: <u>7</u> Fecha de Nacimiento: <u>02/25/09</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <u>Si/No</u> (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <u>Si/No</u> (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <u>Si/No</u> (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <u>Si/No</u> (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Micasia Ramirez</u>	Apellido, Primer Nombre, Segundo Hombre
Domicilio: <u>1955 88th Ave</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>805 317-1425</u>	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: _____

Fecha: 05/04/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Montserrat Rodriguez</u>	Grado Actual: <u>2</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>7040 Fresno St Oakland Ca 94605</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>510 470-2707</u>	Edad del Estudiante: <u>7</u> Fecha de Nacimiento: <u>9-24-08</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: (____) _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="radio"/> No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="radio"/> No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Eneida Castro</u>	Apellido, Primer Nombre, Segundo Nombre
Domicilio: <u>7040 Fresno St Oakland Ca 94605</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>510 470-2707</u>	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Eneida C.
Fecha: 5-4-16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>GONZALEZ LINEY</u> <small>Last, First, Middle</small>	Current Grade: <u>2</u> Grade in 2017-2018
Home Address: <u>1700 101st. Ave</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 355-5487</u>	Age: <u>8</u> Date of Birth: <u>4-22-2008</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y/N (circle one) If yes, write the name of the charter school: <u>COL ACADEMY</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: <u>GONZALEZ GONZALEZ</u> <small>Last, First, Middle</small>	Current Grade: <u>K</u> Grade in 2017-2018
Home Address: <u>1700 101st. Ave</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 355-5487</u>	Age: <u>5</u> Date of Birth: <u>1-21-2008</u>
1) Is your child currently enrolled in a charter school? <input type="radio"/> Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>KENAM</u>	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>A. GONZALEZ MAYRA</u> <small>Last, First, Middle</small>	
Home Address: <u>1700 101st. Ave. OAKLAND CA 94605</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 355-5487</u>	Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:


Date: 5/4/2016

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Gencis Gonzalez</u>	Grado Actual: <u>K</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>Sunnyvale</u>	Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: <u>610, 928 83 07</u>	Edad del Estudiante: <u>6</u> Fecha de Nacimiento: <u>1/11/09</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Rosa Gomez</u>	Apellido, Primer Nombre, Segundo Nombre
Domicilio: <u>4214 Sunnyvale</u>	<u>94603</u> Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: <u>610, 928 83 07</u>	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: ROSA GOMEZ
Fecha: 4/5/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Manuel Novela</u>	Grado Actual: <u>1^{ra}</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>2311 100th</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: ()	Edad del Estudiante: <u>7</u> Fecha de Nacimiento: <u>8/7/09</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: ()	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Veronica Venegas</u>	
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>2311 100th</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: ()	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Veronica Venegas
Fecha: 05/04/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>Solano Yamila</u>	Grado Actual: <u>1º</u>	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre		
Domicilio: <u>1315 81st Ave Oakland CA 94621</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>510 258-4767</u>	Edad del Estudiante: <u>6</u>	Fecha de Nacimiento: <u>07-05-2009</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Si</u>		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Estudiante 2:		
Nombre: _____	Grado Actual: _____	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre		
Domicilio: _____		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: () _____	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: <u>Zelenne Cruz</u>	Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>1315 81st Ave Oakland CA 94621</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>510 258-4767</u>	Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: _____

Fecha: 05-04-16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>JASMINE S MONTORA</u>	Grado Actual: <u>3</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>9302 PLYMOUTH ST OAKLAND CA</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 239 88 94</u>	Edad del Estudiante: <u>8</u> Fecha de Nacimiento: <u>10/24/07</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
<u>SI COX</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: _____	Apellido, Primer Nombre, Segundo Hombre
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Maria MONTORA
Fecha: 5/4/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>Rivas Angel</u>	Grado Actual: <u>K</u>	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre		
Domicilio: <u>96 ave en Oakland</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>510, 978 6944</u>	Edad del Estudiante: <u>6</u>	Fecha de Nacimiento: <u>3-26-2010</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Estudiante 2:		
Nombre: _____	Grado Actual: _____	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre		
Domicilio: _____		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: () _____	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: <u>Rivas Leticia</u>	Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>2105 Loma ave San Leandro ca. 94578</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>510, 978 6944</u>	Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Leticia Rivas

Fecha: 5-04-16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Bianca Barrera</u>	Current Grade: <u>5th</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>1810 100th</u>	
Street City, State Zip	
Home Phone: <u>(510) 365-2278</u>	Age: <u>10</u> Date of Birth: <u>10/3/06</u>
1) Is your child currently enrolled in a charter school? <u>Y/N</u> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: <u>Yaretzi Barrera</u>	Current Grade: <u>2</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>1810 100th</u>	
Street City, State Zip	
Home Phone: <u>(510) 365-2278</u>	Age: <u>8</u> Date of Birth: <u>10/1/08</u>
1) Is your child currently enrolled in a charter school? <u>Y/N</u> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Estela Barrera</u>	
Last, First, Middle	
Home Address: <u>1810 100th</u>	
Street City, State Zip	
Home Phone: <u>(510) 365-2278</u>	Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

ESTELA BARRERA

Date: 05/04/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Garcia, Ethan</u>	Current Grade: <u>K</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>967 28th ave Oakland CA 94601</u>	
Street City, State Zip	
Home Phone: <u>(925) 577-0276</u> Age: <u>5</u> Date of Birth: <u>5/24/10</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y/N (circle one) If yes, write the name of the charter school:	
<u>Cox Academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____ Current Grade: _____ Grade in 2017-2018	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: _____	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: 

Date: 5/4/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>Sulema Tamayo</u>	Grado Actual: <u>Kinder</u>	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre		
Domicilio: <u>2341 90 Ave #6 OAKLAND CA 94603</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>510 978-58-01</u>	Edad del Estudiante: <u>6</u>	Fecha de Nacimiento: <u>12-25-2009</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:		
<u>Si</u>		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Estudiante 2:		
Nombre: _____	Grado Actual: _____	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre		
Domicilio: _____		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: (____) _____	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: _____	Apellido, Primer Nombre, Segundo Hombre	
Domicilio: _____	Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: (____) _____	Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Maria Tamayo
Fecha: 5-4-2016

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Rafael Nunez</u> <small>Last, First, Middle</small>	Current Grade: <u>2</u> Grade in 2017-2018
Home Address: <u>10107 Walnut St</u> <small>Street City, State Zip</small>	
Home Phone: <u>510485-6743</u> Age: <u>8</u>	Date of Birth: <u>04/23/08</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Age: _____	Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Maria De Jesus Nunez</u> <small>Last, First, Middle</small>	
Home Address: <u>10107 Walnut St</u> <small>Street City, State Zip</small>	
Home Phone: <u>510485 6743</u>	Email: <u>o</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Maria J Nunez
Date: 05/04/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Oliver Tai Rai</u> <small>Last, First, Middle</small>	Current Grade: <u>K</u> Grade in 2017-2018
Home Address: <u>8815 B St</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 850-2028</u> Age: <u>6</u>	Date of Birth: <u>5/7/16</u>
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Age: _____	Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Renelle Ringold</u> <small>Last, First, Middle</small>	
Home Address: <u>8815 B St</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 850-2028</u>	Email: <u>relele-Ringold@yahoo.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 5/17/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Nance E Michah</u> <small>Last, First, Middle</small>	Current Grade: <u>K</u> Grade in 2017-2018
Home Address: <u>9706 Cherry St #6 Oak Ca 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>510 228 9352</u>	Age: <u>5</u> Date of Birth: <u>6-10-10</u>
1) Is your child currently enrolled in a charter school? <u>Y</u> (circle one) If yes, write the name of the charter school: <u>Cox Academy</u>	
2) Resident of Oakland Unified School District? <u>Y</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Johnson, Charlene</u> <small>Last, First, Middle</small>	
Home Address: <u>9706 Cherry St #6</u> <small>Street City, State Zip</small>	
Home Phone: <u>510 228-9352</u>	Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 5/3/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Galicia Fatima Paola</u>	Grado Actual: <u>2</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>1322 96 Ave Apt 1 Oakland CA 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 302-8439</u>	Edad del Estudiante: <u>7</u> Fecha de Nacimiento: <u>08/14/08</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
<u>Si COX Academy</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
<hr/>	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
<hr/>	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Galicia Sandra</u>	Apellido, Primer Nombre, Segundo Nombre
Domicilio: <u>1322 96 Ave Apt 1 Oakland CA 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 302-8439</u>	Correo Electrónico: <u>paolagalicia@gmail.com</u>

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: _____

Fecha: 05/04/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Jimmy Martinez</u>	Grado Actual: <u>1</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>9707 sunnyside st Oakland C.A 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 9786490</u>	Edad del Estudiante: <u>7</u> Fecha de Nacimiento: <u>11-26-08</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Rosa Galicia y Jesus Martinez</u>	
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>9707 sunnyside st Oakland C.A 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 9786490</u>	Correo Electrónico: <u>RosaGalicia83@gmail.com</u>

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: [Firma]
Fecha: 5/4/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Mejines Eduardo</u>	Current Grade: <u>K</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>2009 10th Ave</u>	
Street City, State Zip	
Home Phone: <u>510, 632-0962</u>	Age: <u>5</u> Date of Birth: <u>8-4-10</u>
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2017-2018
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: (____) _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: _____	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: (____) _____	Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: _____

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Hip Rodsandra</u>	Grado Actual: <u>2do</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>9842 sunnyside</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: ()	Edad del Estudiante: <u>7</u> Fecha de Nacimiento: <u>7/18/08</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: ()	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="radio"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: _____	Apellido, Primer Nombre, Segundo Nombre
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: ()	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: _____
Fecha: _____

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Simon Reyes Jr.</u> <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018 _____
Home Address: <u>8629 B St.</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 5751463</u> Age: _____ Date of Birth: <u>1-27-05</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>Yes</u> <u>Cox Academy</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: <u>Kenya Reyes Diaz</u> <small>Last, First, Middle</small>	Current Grade: <u>4</u> Grade in 2017-2018 _____
Home Address: <u>8629 B St. Oakland, Cal. 94621</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 5751463</u> Age: <u>01</u> Date of Birth: <u>11-22-06</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>Yes</u> <u>Cox Academy</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Sofia Diaz</u> <small>Last, First, Middle</small>	
Home Address: <u>8629 B St. Oakland, Cal. 94621</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 5751463</u> Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 5-4-16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Rosa Mateus</u> <small>Last, First, Middle</small>	Current Grade: <u>5</u> Grade in 2017-2018
Home Address: <u>1815 98th Ave Oakland CA 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 239-8658</u> Age: <u>11</u>	Date of Birth: <u>2/4/2005</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>Cox</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Cox</u>	
Student 2:	
Name: <u>Mateus, Joanna</u> <small>Last, First, Middle</small>	Current Grade: <u>4</u> Grade in 2017-2018
Home Address: <u>& same as above</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 239-8658</u> Age: <u>7</u>	Date of Birth: <u>1/28/2009</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>Cox</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Cox</u>	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Retana Diana</u>	
Home Address: <u>1809 98th Ave Oakland CA 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>609, 238-6259</u>	Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Diana Retana

Date: 5.3.16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Ledezma Maria</u>	Grado Actual: <u>5</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>1515 101 ave oakland-ca 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(415) 637-9940</u>	Edad del Estudiante: <u>11</u> Fecha de Nacimiento: <u>2/06/05</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
<u>Si</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Sanjuanita nunez</u>	Apellido, Primer Nombre, Segundo Nombre
Domicilio: <u>1515 101 ave oakland-ca 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(415) 637-9940</u>	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Sanjuanita nunez
Fecha: 5/04/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Ledezma Marina Grado Actual: 1 Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre

Domicilio: 1515 101 ave Oakland ca 94603
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: cell (510) 637-9940 Edad del Estudiante: 7 Fecha de Nacimiento: 4/01/09

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Si

2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Estudiante 2:

Nombre: Ledezma Leticia Grado Actual: 1 Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre

Domicilio: 1515 101 ave Oakland-ca 94603
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: cell (510) 637-9940 Edad del Estudiante: 7 Fecha de Nacimiento: 4/01/09

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

Si

2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Sanjuanita nunez
Apellido, Primer Nombre, Segundo Nombre

Domicilio: 1515 101 ave Oakland-ca 94603
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: cell (510) 637-9940 Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Sanjuanita nunez
Fecha: 5/04/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Retana Vanessa</u>	Current Grade: <u>3</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>1809 98th ave Oakland CA</u>	
Street City, State Zip	
Home Phone: <u>(609) 238-6259</u> Age: <u>8</u> Date of Birth: <u>6-12-07</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school:	
<u>Cox Academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____ Current Grade: _____ Grade in 2017-2018	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Retana Dianca</u>	
Last, First, Middle	
Home Address: <u>1809 98th ave Oakland, CA 94603</u>	
Street City, State Zip	
Home Phone: <u>(609) 238-6259</u> Email: <u>retanadiana@yahoo.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Dianca Retana

Date: 5.4.16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>OMAR LAZARIT</u>	Grado Actual: <u>K</u>	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre		
Domicilio: <u>10304 PLYMOUTH + OAKLAND 94603</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>510 397 4284</u>	Edad del Estudiante: <u>6</u>	Fecha de Nacimiento: <u>01-06-10</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Estudiante 2:		
Nombre: _____	Grado Actual: _____	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre		
Domicilio: _____		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: (____) _____	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: _____		
Apellido, Primer Nombre, Segundo Hombre		
Domicilio: _____		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: (____) _____	Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 - 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Alicia Bautista
Fecha: 03-04-16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:
Nombre: Ramirez, Ivan Grado Actual: 2ND Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre
Domicilio: 2024 102ND Ave.
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: 510 430-8192 Edad del Estudiante: 9 Fecha de Nacimiento: 05/08/08
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:
2) ¿Residente del Distrito Escolar Unificado de Oakland? No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Estudiante 2:
Nombre: Kette Ramirez Grado Actual: 1 Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre
Domicilio: 2024 102ND Ave.
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: 510 430-8192 Edad del Estudiante: 7 Fecha de Nacimiento: 03/21/09
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:
2) ¿Residente del Distrito Escolar Unificado de Oakland? No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:
Nombre del padre/guardián legal: Ana Ramirez
Apellido, Primer Nombre, Segundo Nombre
Domicilio: 2024 102ND Ave Oakland, CA 94603
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: 510 430-8192 Correo Electrónico:

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 - 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal:
Fecha: 5/4/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>ALYSSA Bonilla</u> <small>Last, First, Middle</small>	Current Grade: <u>2</u> Grade in 2017-2018
Home Address: <u>2126 94th ave Oakland Ca 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 228-5964</u> Age: <u>8</u> Date of Birth: <u> </u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>yes</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u> </u>	
Student 2:	
Name: <u>melvin Bonilla</u> <small>Last, First, Middle</small>	Current Grade: <u>6</u> Grade in 2017-2018
Home Address: <u>2126 94th ave Oakland Ca 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 228-5964</u> Age: <u>11</u> Date of Birth: <u> </u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>yes</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u> </u>	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Nora Pantoya</u> <small>Last, First, Middle</small>	
Home Address: <u>2126 94th ave Oakland Ca 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 228-5964</u> Email: <u> </u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 4/4/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>ZARAGOZA AIDA M.</u>	Grado Actual: <u>2</u>	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre		
Domicilio: <u>9851 Plymouth St. Oakland, CA 94603</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>714, 206-1234</u>	Edad del Estudiante: <u>8</u>	Fecha de Nacimiento: <u>12/29/07</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:		
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="checkbox"/> (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Estudiante 2:		
Nombre: <u>ZARAGOZA JUAN M.</u>	Grado Actual: <u>12</u>	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre		
Domicilio: <u>9851 Plymouth St. Oakland, CA 94603</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>714 206-1234</u>	Edad del Estudiante: <u>5</u>	Fecha de Nacimiento: <u>05/29/10</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:		
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="checkbox"/> (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: <u>GARCIA NADIA</u>	Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>9851 Plymouth St. Oakland, CA 94603</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>714 206-1234</u>	Correo Electrónico: <u>aidiljan77@gmail.com</u>	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/Guardián Legal: NADIA GARCIA
Fecha: 5/4/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:

Nombre: Fernando M. Grado Actual: K Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre
Domicilio: 1824 96 Ave #0 Oakland Ca 94603
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: 510 697 4857 Edad del Estudiante: 5 Fecha de Nacimiento: 7-12-10

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Estudiante 2:

Nombre: Oscar Mota Grado Actual: 5 Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre
Domicilio: 1824 96 Ave #0 Oakland Ca
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: 510 697 4857 Edad del Estudiante: 15 Fecha de Nacimiento: 11-14-2005

1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter

2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:

Información del padre/guardián legal:

Nombre del padre/guardián legal: Arlene Hidalgo
Apellido, Primer Nombre, Segundo Nombre
Domicilio: 1824 96 Ave #0 Oakland Ca 94603
Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: 510 697 4857 Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 - 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Arlene H.

Fecha: _____

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Johnson Idora M</u>	Current Grade: <u>4</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>8334 A Street Apt C</u>	
Street City, State Zip	
Home Phone: <u>(510) 586-6830</u>	Age: <u>10</u> Date of Birth: <u>5/28/2006</u>
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>Burkhalter</u>	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2017-2018
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>[Signature]</u>	
Last, First, Middle	
Home Address: <u>8334 A Street Apt C</u>	
Street City, State Zip	
Home Phone: <u>(510) 586-6830</u>	Email: <u>Idora1986@yahoo.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [Signature]

Date: 4/28/2016

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>White, Aria J</u> <small>Last, First, Middle</small>	Current Grade: <u>2nd</u> Grade in 2017-2018
Home Address: <u>2139 108th Ave Oakland CA, 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 575-8666</u> Age: <u>8</u>	Date of Birth: <u>3-14-08</u>
1) Is your child currently enrolled in a charter school? <u>Y</u> /N (circle one) If yes, write the name of the charter school: <u>Cox Academy</u>	
2) Resident of Oakland Unified School District? <u>Y</u> /N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Reach Academy</u>	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Age: _____	Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Aria White J</u> <small>Last, First, Middle</small>	
Home Address: <u>2139 108th Ave Oakland CA 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 575-8666</u>	Email: <u>aria.white56@gmail.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Aria White

Date: 5/3/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Lewis Amya Neuten</u> <small>Last, First, Middle</small>	Current Grade: <u>5th</u> Grade in 2017-2018
Home Address: <u>9927 99th Ave Crover</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 355-6276</u> Age: <u>10</u> Date of Birth: <u>02-09-05</u>	
1) Is your child currently enrolled in a charter school? <u>Y/N</u> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <u>Y/N</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Ebony Lewis</u> <small>Last, First, Middle</small>	
Home Address: <u>9927 99th Ave Crover</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 355-6276</u> Email: <u>EbonyLewis11@yahoo.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Date: 6.3.16

Ebony Lewis

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Simpkins, Twinnia, D.</u>	Current Grade: <u>N/A</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>9740 Bancroft Ave.</u>	
Street City, State Zip	
Home Phone: <u>415, 933-1799</u>	Age: <u>28</u> Date of Birth: <u>11-20-1987</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y/N (circle one) If yes, write the name of the charter school:	
<u>Cox Academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>Son</u>	
Student 2:	
Name: <u>Simpkins, Talga, L.</u>	Current Grade: <u>1st</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>9740 Bancroft Ave. Oakland, CA 94603</u>	
Street City, State Zip	
Home Phone: <u>415, 933-1799</u>	Age: <u>00</u> Date of Birth: <u>02-21-16</u>
1) Is your child currently enrolled in a charter school? <input type="radio"/> Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <input type="radio"/> Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: _____	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____	Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Yvonne Dupin's

Date: _____

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Avila Andres</u> <small>Last, First, Middle</small>	Current Grade: <u>4</u> Grade in 2017-2018
Home Address: <u>9212 Hillside St # 9</u> <small>Street City, State Zip</small>	
Home Phone: <u>510-706-6866</u> Age: <u>9</u> Date of Birth: <u>08-23-06</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y/N (circle one) If yes, write the name of the charter school: <u>COX Academy</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Isis Ayala</u> <small>Last, First, Middle</small>	
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: <u>510-706-6866</u> Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [Signature]

Date: 05-11-16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Rigando Nios Lopez</u>	Grado Actual: <u>2</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 692-3723</u>	Edad del Estudiante: <u>8</u> Fecha de Nacimiento: <u>1-26-05</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: _____	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: _____	

Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: _____	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: _____	

Información del padre/guardián legal:	
Nombre del padre/guardián legal: _____	Apellido, Primer Nombre, Segundo Nombre
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: R Nios

Fecha: 5-11-16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>Calixto Briana</u>	Grado Actual: <u>3</u>	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre		
Domicilio: <u>2120 106 Ave Oakland C.A 94603</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>510 877-2468</u>	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: _____		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: _____		
Estudiante 2:		
Nombre: _____	Grado Actual: _____	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre		
Domicilio: _____		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: () _____	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: _____		
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: _____		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: <u>Cecilia Galeano</u>	Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>2120 106 Ave Oakland C.A 94603</u>		
Calle, Ciudad, Estado, Código Postal		
Teléfono de Casa: <u>510 877-2468</u>	Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Cecilia Galeano
Fecha: _____

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Ruben Martinez C.</u> <small>Last, First, Middle</small>	Current Grade: <u>3</u> Grade In 2017-2018
Home Address: <u>10335 Bancroft ave. C' Oakland CA.</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 798.6493</u> Age: <u>9</u> Date of Birth: <u>03.24.07</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <p style="text-align: center;"><u>NO</u></p>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <p style="text-align: center;"><u>NO</u></p>	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade In 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Suzeth Berenice Castellanos</u> <small>Last, First, Middle</small>	
Home Address: <u>10335 Bancroft ave. C' Oakland CA.</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 798.6493</u> Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: _____

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Francisco Castañeda</u>	Current Grade: <u>4</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>9885 TOLER AVE OAKLAND</u>	
Street City, State Zip	
Home Phone: <u>(510) 638 7622</u> Age: _____ Date of Birth: <u>12-14-2005</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Student 2:	
Name: _____ Current Grade: _____ Grade in 2017-2018	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Carmen Hernandez</u>	
Last, First, Middle	
Home Address: <u>9885 TOLER</u> <u>OAKLAND</u> <u>94602</u>	
Street City, State Zip	
Home Phone: () _____ Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Carmen Hernandez

Date: 5-11-2016

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Manzmaez orlando</u> <small>Last, First, Middle</small>	Current Grade: <u>3</u> Grade in 2017-2018
Home Address: <u>9719 Sunny side st Oakland CA 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>510 485-6344</u>	Age: <u>8</u> Date of Birth: <u>7-19-07</u>
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Barren Jeannette</u> <small>Last, First, Middle</small>	
Home Address: <u>9719 sunny side st Oakland CA</u> <small>Street City, State Zip</small>	
Home Phone: () _____	Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Jeannette Barren

Date: _____

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Ruiz Kristine</u>	Grado Actual: <u>3</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>1214 46 Ave</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 4677925</u>	Edad del Estudiante: <u>8</u> Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>No</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: _____	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: _____	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Salvador Ruiz Esparza</u>	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: _____	Apellido, Primer Nombre, Segundo Nombre
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Salvador Ruiz

Fecha: May 11 2016

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Gonzalez, Ricardo</u> <small>Last, First, Middle</small>	Current Grade: <u>4</u> Grade in 2017-2018 <u>6</u>
Home Address: <u>9921 Holly St. Oakland, Ca 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 414 6707</u> Age: <u>9</u>	Date of Birth: <u>10/12/06</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>Cox Academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: <u>Gonzalez Amia</u> <small>Last, First, Middle</small>	Current Grade: <u>1</u> Grade in 2017-2018 <u>3</u>
Home Address: <u>9921 Holly St. Oakland, Ca 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 414 6707</u> Age: <u>7</u>	Date of Birth: <u>12/09/08</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>Cox Academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Jannet Gonzalez</u> <small>Last, First, Middle</small>	
Home Address: <u>9921 Holly St. Oakland</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 414-6707</u>	Email: <u>gonzalezjannet@yahoo.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: _____

05/11/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Nwaeh Smith</u>	Current Grade: <u>3rd</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>9220 Sunny Side St #10</u> <u>Oakland</u> <u>CA 94603</u>	
Street City, State Zip	
Home Phone: <u>(510) 820-6151</u> Age: <u>8</u> Date of Birth: <u>12-6-07</u>	
1) Is your child currently enrolled in a charter school? <u>Y</u> /N (circle one) If yes, write the name of the charter school: <u>COX</u>	
2) Resident of Oakland Unified School District? <u>Y</u> /N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____ Current Grade: _____ Grade in 2017-2018	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: _____	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Shamekia Smith

Date: 5/11/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Tanya Morillo</u>	Grado Actual: <u>3^{ra}</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>1320 76th Ave</u>	<u>Oakland, CA 94621</u>
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>510 850 6649</u>	Edad del Estudiante: <u>8</u> Fecha de Nacimiento: <u>08/16/2007</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <u>Si/No</u> (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Cox Academy</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <u>Si/No</u> (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	_____
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <u>Si/No</u> (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <u>Si/No</u> (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: _____	Apellido, Primer Nombre, Segundo Nombre
Domicilio: _____	_____
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: _____

Fecha: May - 11 - 2016

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

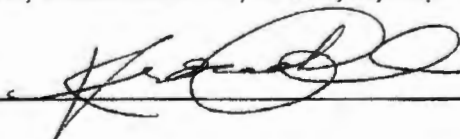
Student 1:	
Name: <u>Siharath, Duane K.</u>	Current Grade: <u>6</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>2402 E. 24th Street #2, Oakland Ca. 94601</u>	
Street City, State Zip	
Home Phone: <u>(510) 328-8115</u> Age: <u>10</u> Date of Birth: <u>04-25-06</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> (circle one) If yes, write the name of the charter school:	
<u>Cox Academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: <u>Siharath, Devon</u>	Current Grade: <u>5</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>2402 E. 24th Street #2, Oakland CA. 94601</u>	
Street City, State Zip	
Home Phone: <u>(510) 328-8115</u> Age: <u>9</u> Date of Birth: <u>03-05-06</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> (circle one) If yes, write the name of the charter school:	
<u>COX ACADEMY</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Krouch, Gnanh, Nora</u>	
Last, First, Middle	
Home Address: <u>2402 E. 24th St. #2, Oakland. CA. 94601</u>	
Street City, State Zip	
Home Phone: <u>(510) 328-8115</u> Email: <u>nora4rmbay@yahoo.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Date:

6/13/16



Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>ROSS, PARIS</u> <small>Last, First, Middle</small>	Current Grade: <u>2</u> Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: <u>510, 967-0524</u>	Age: <u>7</u> Date of Birth: <u>02.5.09</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>COX</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: <u>ROSS, Taveyon</u> <small>Last, First, Middle</small>	Current Grade: <u>4</u> Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: <u>510, 967-0524</u>	Age: _____ Date of Birth: <u>3.15.06</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school: <u>COX</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>PARIS ROSS</u> <small>Last, First, Middle</small>	
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: <u>510, 712-2732</u>	Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Paris Ross

Date: 6.7.16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Jarrell Lane Warren Jr</u>	Current Grade: <u>3</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>1582 Tucker St Oakland CA 94603</u>	
Street City, State Zip	
Home Phone: <u>(510) 776-3738</u> Age: <u>8</u> Date of Birth: <u>9-11-07</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="checkbox"/> Y/N (circle one) If yes, write the name of the charter school:	
<u>Cox</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>Yes</u>	
Student 2:	
Name: _____ Current Grade: _____ Grade in 2017-2018	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Jarrell Warren</u>	
Last, First, Middle	
Home Address: <u>1582 Tucker St Oakland CA 94603</u>	
Street City, State Zip	
Home Phone: <u>(510) 776-3738</u> Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Jarrell Warren

Date: 6-1-16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Danny Pablo</u>	Current Grade: <u>4</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>2025 100th</u>	
Street City, State Zip	
Home Phone: <u>(510) 934-3764</u>	Age: _____ Date of Birth: <u>27-08-06</u>
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Student 2:	
Name: _____ Current Grade: _____ Grade in 2017-2018	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Brigido Pablo P.</u>	
Last, First, Middle	
Home Address: <u>2025 100th</u>	
Street City, State Zip <u>Oakland</u>	
Home Phone: <u>510 934-3764</u> Email: _____	

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Signature of Parent/Legal Guardian:

Brigido Pablo P.

Date:

6-1-16

Dear potential Aurum Preparatory Academy parents/guardians:

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Student 1:	
Name: <u>Henriquez Henry</u>	Current Grade: <u>3</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>402 Gramercy PL Oakland CA 94603</u>	
Street City, State Zip	
Home Phone: <u>(510) 379-6680</u> Age: <u>9</u> Date of Birth: <u>12-25-2006</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Student 2:	
Name: _____ Current Grade: _____ Grade in 2017-2018	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: _____	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Email: _____	

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Signature of Parent/Legal Guardian: *Ja. Juana*

Date: 6-1-16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

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Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Rios Yoselin</u>	Grado Actual: <u>3^{er}</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>9231 SONNYSIDE ST OAKLAND CA 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: ()	Edad del Estudiante: <u>9</u> Fecha de Nacimiento: <u>4/4/07</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="checkbox"/> Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>COX Academy</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input checked="" type="checkbox"/> Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: ()	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="checkbox"/> Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="checkbox"/> Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: _____	Apellido, Primer Nombre, Segundo Nombre
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: ()	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/Guardián Legal: Yoselin S.

Fecha: 6/1/10

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Emelin</u>	Current Grade: <u>3</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>2010 95th Ave Oakland Ca 94603</u>	
Street City, State Zip	
Home Phone: <u>(510) 350 6471</u> Age: <u>8</u> Date of Birth: <u>2-29-08</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Student 2:	
Name: _____	Current Grade: _____ Grade in 2017-2018
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	

2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	

Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: _____	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Date: 6-01-16

Isabelle Ramirez

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Selena Cortia</u>	Grado Actual: <u>2</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>9706 EST #3 OAKLAND CA 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>510 967 8990</u>	Edad del Estudiante: <u>8</u> Fecha de Nacimiento: <u>3-27-08</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Margarita Barios</u>	Apellido, Primer Nombre, Segundo Nombre
Domicilio: <u>9706 EST #3 OAKLAND CA 94603</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 - 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Margarita Barios
Fecha: 6-01-16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Lopez Miguel</u>	Grado Actual: <u>4</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>2163 109th Ave. Oakland, Ca.</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>510 940 6972</u>	Edad del Estudiante: <u>9</u> Fecha de Nacimiento: <u>09/26/06</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Si</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Si</u>	
Estudiante 2:	
Nombre: <u>Lopez Alejandra</u>	Grado Actual: <u>K</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Hombre	
Domicilio: <u>2163 109th Ave. Oakland.</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: ()	Edad del Estudiante: Fecha de Nacimiento:
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría: <u>Si</u>	
Información del padre/guardián legal:	
Nombre del padre/guardián legal:	Apellido, Primer Nombre, Segundo Hombre
Domicilio:	Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: ()	Correo Electrónico:

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Mariana Lopez
Fecha: 06/01/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>Duvalos Francia</u>	Grado Actual: <u>4</u>	Grado en 2017-2018
<small>Apellido, Primer Nombre, Segundo Nombre</small>		
Domicilio: <u>1907 102ND Ave</u>		
<small>Calle, Ciudad, Estado, Código Postal</small>		
Teléfono de Casa: <u>50, 772-1572</u>	Edad del Estudiante: <u>9</u>	Fecha de Nacimiento: <u>8/22/2006</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="radio"/> Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Cox Academic</u>		
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="radio"/> Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Estudiante 2:		
Nombre: _____	Grado Actual: _____	Grado en 2017-2018
<small>Apellido, Primer Nombre, Segundo Nombre</small>		
Domicilio: _____		
<small>Calle, Ciudad, Estado, Código Postal</small>		
Teléfono de Casa: () _____	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="radio"/> Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter		
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="radio"/> Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: <u>Gloria Garcia</u>		
<small>Apellido, Primer Nombre, Segundo Nombre</small>		
Domicilio: <u>1907 102ND Ave</u>		
<small>Calle, Ciudad, Estado, Código Postal</small>		
Teléfono de Casa: () _____	Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/Guardián Legal: Elvira Garcia
Fecha: 6/11/2016

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:		
Nombre: <u>Carrillo Valeria</u>	Grado Actual: <u>4</u>	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre		
Domicilio: <u>1336 60TH Ave</u>	Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>408 667-6681</u>	Edad del Estudiante: <u>9</u>	Fecha de Nacimiento: <u>9/16/2004</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input checked="" type="checkbox"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter: <u>Cox Academic</u>		
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="checkbox"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Estudiante 2:		
Nombre: _____	Grado Actual: _____	Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre		
Domicilio: _____	Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____	Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? <input type="checkbox"/> Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter		
2) ¿Residente del Distrito Escolar Unificado de Oakland? <input type="checkbox"/> Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:		
Información del padre/guardián legal:		
Nombre del padre/guardián legal: <u>Liliana Espain</u>	Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>1336 60TH Ave</u>	Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Correo Electrónico: _____	

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 – 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/Guardián Legal: Liliana Espain

Fecha: 6/1/2016

Eneida Bastidas.



BSU 5182154
510 228 8582

(7 kids)

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Bastidas, Alyssa A</u>	Current Grade: <u>4th</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>10716 Bancroft Ave</u>	
Street City, State Zip	
Home Phone: <u>BSU 518 2154</u>	Age: <u>10</u> Date of Birth: <u>4/21/14</u>
1) Is your child currently enrolled in a charter school? <u>Y</u> (circle one) If yes, write the name of the charter school:	
<u>Cox Academy</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: <u>Aguirre, Jose M</u>	Current Grade: <u>4th</u> Grade in 2017-2018
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____	Age: <u>10</u> Date of Birth: <u>1/27/14</u>
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: _____	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____	Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: 

Date: _____

Jasmine Torres 8th
Raul G Torres 6th

Adrian x Bastidas 2nd
Alex Olivas K
Gloria Olivas K

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Yolisa N Gombo</u>	Grado Actual: <u>4</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>2618 79 AV oakland CA 94605</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 8758571</u>	Edad del Estudiante: <u>10</u> Fecha de Nacimiento: <u>01-22-06</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Estudiante 2:	
Nombre: <u>Leahy Agustín</u>	Grado Actual: <u>4</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>2618 79 AV oakland CA 94605</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 8758571</u>	Edad del Estudiante: <u>11</u> Fecha de Nacimiento: <u>01-02-05</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Sí/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Sí/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
Información del padre/guardián legal:	
Nombre del padre/guardián legal: <u>Yohana Perez</u>	
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>2618 79 AV oakland CA 94605</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 8758571</u>	Correo Electrónico:

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 - 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: Yohana Perez
Fecha: _____

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Natalie Curriel</u>	Current Grade: <u>4th</u> Grade in 2017-2018 <u>6th</u>
Last, First, Middle	
Home Address: <u>2615 109th</u>	
Street City, State Zip	
Home Phone: <u>cell 503 395 3136</u>	Age: <u>9</u> Date of Birth: <u>7/20/06</u>
1) Is your child currently enrolled in a charter school? <u>Y</u> (circle one) If yes, write the name of the charter school: <u>COX ACADEMY</u>	
2) Resident of Oakland Unified School District? <u>Y</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____ Current Grade: _____ Grade in 2017-2018 _____	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Lady Katherine Leon</u>	
Last, First, Middle	
Home Address: <u>2615 109th Ave</u>	
Street City, State Zip	
Home Phone: <u>cell 503 395 3136</u>	Email: <u>lkatherne08@gmail.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [Signature]

Date: 6/9/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Douglas Anthony Sear</u>	Current Grade: <u>4th</u> Grade In 2017-2018
Last, First, Middle	
Home Address: <u>2039 26th Ave Oakland CA 94601</u>	
Street City, State Zip	
Home Phone: <u>510, 878-1494</u>	Age: <u>10</u> Date of Birth: <u>11/18/05</u>
1) Is your child currently enrolled in a charter school? <u>Y</u> (circle one) If yes, write the name of the charter school: <u>Cox</u>	
2) Resident of Oakland Unified School District? <u>Y</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2017-2018
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Rachell Daniels</u>	
Last, First, Middle	
Home Address: <u>2039 26th Ave Oakland CA 94601</u>	
Street City, State Zip	
Home Phone: <u>510, 878-1494</u>	Email: <u>lyia4beats@gmail.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 02/08/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Aguiles Madrigal</u> <small>Last, First, Middle</small>	Current Grade: <u>4</u> Grade in 2017-2018
Home Address: <u>2308 99th Ave Oakland</u> <small>Street City, State Zip</small>	
Home Phone: <u>(925) 808-5573</u> Age: <u>09</u> Date of Birth: <u>09/02/2006</u>	
1) Is your child currently enrolled in a charter school? <input checked="" type="checkbox"/> Y/N (circle one) If yes, write the name of the charter school: <u>COX</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Madrigal Osvaldo</u> <small>Last, First, Middle</small>	
Home Address: <u>2308 99th Ave Oakland</u> <small>Street City, State Zip</small>	
Cell Home Phone: <u>(925) 808-5573</u> Email: <u>0227@JWHRemoval.com</u>	

By signing below, I am indicating that I am meaningfully Interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: 
Date: 6-08-16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>AUYYSSA TORRES</u> <small>Last, First, Middle</small>	Current Grade: <u>4</u> Grade In 2017-2018
Home Address: <u>3926 BERESFORD ST SAN MATEO CA 94403</u> <small>Street City, State Zip</small>	
Home Phone: <u>(650) 576-2514</u> Age: <u>10</u> Date of Birth: <u>4/27/06</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade In 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>TORRES RAIL</u> <small>Last, First, Middle</small>	
Home Address: <u>3926 BERESFORD ST SAN MATEO CA 94403</u> <small>Street City, State Zip</small>	
Home Phone: <u>(650) 576-2514</u>	Email: <u>RAILTORRES65018@GMAIL.COM</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 10/8/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Ross Taveyon</u> <small>Last, First, Middle</small>	Current Grade: <u>4th</u> Grade in 2017-2018
Home Address: <u>10000 Pippin St</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 9670524</u>	Age: <u>10</u> Date of Birth: <u>3-15-06</u>
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>Cox Academy</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u></u>	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: (____) _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Bobbie Davis</u>	
Home Address: <u>10000 Pippin St</u> <u>Oakland CA</u> <small>Street City, State Zip</small>	
Home Phone: <u>510, 9670524</u>	Email: <u>Bobbiezworld@yahoo.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: B Davis

Date: _____

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Williams, Shayrian J</u> <small>Last, First, Middle</small>	Current Grade: <u>3</u> Grade in 2017-2018
Home Address: <u>46 E Madill St Antioch, CA 94509</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 688-4508</u> Age: <u>8</u> Date of Birth: <u>9/30/2007</u>	
1) Is your child currently enrolled in a charter school? <u>Y/N</u> (circle one) If yes, write the name of the charter school: <u>Cox Academy</u>	
2) Resident of Oakland Unified School District? <u>Y/N</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? <u>Y/N</u> (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? <u>Y/N</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Shakeisha Williams</u> <small>Last, First, Middle</small>	
Home Address: <u>46 E Madill St. Antioch, CA 94509</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 688-4508</u> Email: <u>shakeisha.will@gmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 6/8/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Howard Elijah Raveen</u> <small>Last, First, Middle</small>	Current Grade: <u>1</u> Grade in 2017-2018
Home Address: <u>8603 Hillside St. #114 Oak CA 94621</u> <small>Street City, State Zip</small>	
Home Phone: <u>925-705-1072</u> Age: <u>7</u> Date of Birth: <u>10-25-08</u>	
1) Is your child currently enrolled in a charter school? <u>Y</u> /N (circle one) If yes, write the name of the charter school: <u>Cox Academy</u>	
2) Resident of Oakland Unified School District? <u>Y</u> /N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: _____	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Smith Delana Delores</u> <small>Last, First, Middle</small>	
Home Address: <u>8603 Hillside Street #114 Oak CA 94621</u> <small>Street City, State Zip</small>	
Home Phone: () _____ Email: _____	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Delana Smith

Date: 06/09/16

Estimados padres/guardianes potenciales de la escuela Aurum Preparatory Academy:

Este formulario será utilizado para apoyar la solicitud para obtener instalaciones de acuerdo a la propuesta 39 (sección 47614 del código de Educación de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su hijo/s en el programa de chárter para el año escolar 2017 - 2018 ¡Gracias por su apoyo y su cooperación!

Información del Estudiante(s):

Estudiante 1:	
Nombre: <u>Zamora Jefferson</u>	Grado Actual: <u>1^{er}</u> Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: <u>1307 64 AVE OAKLAND - CA 94621</u>	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: <u>(510) 692-1441</u>	Edad del Estudiante: <u>7</u> Fecha de Nacimiento: <u>05-06-2009</u>
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter:	
<u>COX academy</u>	
2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	
<u>S</u>	
Estudiante 2:	
Nombre: _____	Grado Actual: _____ Grado en 2017-2018
Apellido, Primer Nombre, Segundo Nombre	
Domicilio: _____	
Calle, Ciudad, Estado, Código Postal	
Teléfono de Casa: () _____	Edad del Estudiante: _____ Fecha de Nacimiento: _____
1) ¿Esta su hijo/a actualmente matriculada en una escuela chárter? Si/No (marque uno) Si contesto sí, por favor escriba el nombre de la escuela chárter	

2) ¿Residente del Distrito Escolar Unificado de Oakland? Si/No (marque uno) Si contesto sí, por favor identifique la escuela dentro del Distrito Escolar Unificado de Oakland a la cual su estudiante de otra manera asistiría:	

Información del padre/guardián legal:	
Nombre del padre/guardián legal: _____	Apellido, Primer Nombre, Segundo Nombre
Domicilio: _____	Calle, Ciudad, Estado, Código Postal
Teléfono de Casa: () _____	Correo Electrónico: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante(s) mencionado(s) arriba en la escuela Aurum Preparatory Academy para el año escolar 2017 - 2018. Entiendo que al firmar este formulario no garantiza matriculación en la escuela Aurum Preparatory Academy. También entiendo que esta información será revelada al Distrito Escolar Unificado de Oakland para apoyar la solicitud de una nueva petición y/o instalaciones bajo la Propuesta 39 de la escuela Aurum Preparatory Academy y el Distrito puede contactarme directamente para verificar mi respuestas.

Firma del Padre/ Guardián Legal: _____

Fecha: 06-08-2016

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Davis Rushun</u>	Current Grade: <u>5th</u> Grade in 2017-2018: <u>6th</u>
Last, First, Middle	
Home Address: <u>14500 E. 14th STREET #3575</u>	
Street City, State Zip	
Home Phone: <u>510 407 1718</u>	Age: <u>10</u> Date of Birth: <u>11.5.05</u>
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
<u>Coe Academy</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u></u>	
Student 2:	
Name: _____ Current Grade: _____ Grade in 2017-2018: _____	
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____ Age: _____ Date of Birth: _____	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
<u></u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u></u>	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Lisa Walker</u>	
Last, First, Middle	
Home Address: <u>14500 E. 14th STREET #3575</u>	
Street City, State Zip	
Home Phone: <u>510 407 1718</u>	Email: <u>5LDUBBS@GMAIL.COM</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: [Signature]

Date: 6/8/14

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Samate, Simote</u> <small>Last, First, Middle</small>	Current Grade: <u>6th</u> Grade In 2017-2018
Home Address: <u>8909 Dowling St Oakland, CA 94605</u> <small>Street City, State Zip</small>	
Home Phone: <u>(415) 756-2300</u>	Age: <u>11</u> Date of Birth: <u>03/03/2005</u>
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>NO</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>N/A</u>	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade In 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Alliance middle school</u>	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Mapuana Samate / Malakai Samate</u> <small>Last, First, Middle</small>	
Home Address: <u>8909 Dowling St</u> <small>Street City, State Zip</small>	
Home Phone: <u>(415) 756-2300</u>	Email: _____

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 6/8/2016

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Natalie Ramirez Martinez</u>	Current Grade: <u>2nd</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>1289 100th Ave OAKLAND CA 94603</u>	
Street City, State Zip	
Home Phone: <u>510, 566-9924</u>	Age: <u>7</u> Date of Birth: <u>7/13/08</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, write the name of the charter school:	
<u>COX Academy</u>	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> Y <input type="radio"/> N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2017-2018
Last, First, Middle	
Home Address: _____	
Street City, State Zip	
Home Phone: () _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Gloria Antonio</u>	
Last, First, Middle	
Home Address: <u>1289 100th Ave</u>	
Street City, State Zip	
Home Phone: <u>510, 566-9924</u>	Email: <u>gloriaantonio10@yahoo.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 6/8/14

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Clark, Sanaya</u>	Current Grade: <u>4th</u> Grade in 2017-2018
Home Address: <u>1981 Alseon Ave Oakland, CA 94621</u>	
Home Phone: <u>510, 467 4095</u>	Age: <u>9</u> Date of Birth: <u>3.11.07</u>
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____	Current Grade: _____ Grade in 2017-2018
Home Address: _____	
Home Phone: () _____	Age: _____ Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Christine Jones</u>	
Home Address: <u>1981 Alseon Ave Oakland CA 94621</u>	
Home Phone: <u>510, 467 4095</u>	Email: <u>mrslandyckea@gmail.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Christine Jones

Date: 6.19.16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Thomas Makayla Aurum</u>	Current Grade: <u>5</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>232 Sartus rd oakland Ca 94603</u>	
Street City, State Zip	
Home Phone: <u>(510) 569-8944</u>	Age: <u>9</u> Date of Birth: <u>3-26-07</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="checkbox"/> Yes (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <input checked="" type="checkbox"/> Yes (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>Brookfield</u>	
Student 2:	
Name: <u>Marcell Danna</u>	Current Grade: <u>2</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>232 Sartus rd oakland</u>	
Street City, State Zip	
Home Phone: <u>(510) 569-8944</u>	Age: <u>7</u> Date of Birth: <u>8-23-09</u>
1) Is your child currently enrolled in a charter school? <input checked="" type="checkbox"/> Yes (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <input checked="" type="checkbox"/> Yes (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>Brookfield</u>	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Makayla Aurum</u>	
Last, First, Middle	
Home Address: <u>232 Sartus rd oakland Ca 94603</u>	
Street City, State Zip	
Home Phone: <u>(510) 369-8944</u>	Email: <u>Thomasmakayla@gmail.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Makayla Aurum

Date: 6-25-16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Levine, Ahisha, Sarda</u>	Current Grade: <u>Chase J. Taylor</u> Grade in 2017-2018
Home Address: <u>1702 18th AVE OAK CA 94606</u> Street City, State Zip	
Home Phone: () Age: Date of Birth:	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school: <u>Cornerstone Christian Academy</u>	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>Piedmont Ave Elementary</u>	
Student 2:	
Name: Current Grade: Grade in 2017-2018	
Home Address: Street City, State Zip	
Home Phone: () Age: Date of Birth:	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Levine, Ahisha, Sarda</u>	
Home Address: <u>1702 18th AVE OAK CA 94606</u> Street City, State Zip	
Home Phone: <u>510, 455-0170</u> Email: <u>Ahishalevine@gmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Date: _____

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Garcia Zepeda Noelany</u> <small>Last, First, Middle</small>	Current Grade: <u>10</u> Grade in 2017-2018
Home Address: <u>9715 Empire Rd</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 798-2344</u> Age: <u>14</u> Date of Birth: _____	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>ACORN</u>	
Student 2:	
Name: <u>Zepeda Ydaniel</u> <small>Last, First, Middle</small>	Current Grade: <u>6</u> Grade in 2017-2018
Home Address: <u>9715 Empire Rd</u> <small>Street City, State Zip</small>	
Home Phone: <u>(510) 798-2344</u> Age: <u>11</u> Date of Birth: _____	
1) Is your child currently enrolled in a charter school? <input checked="" type="radio"/> (circle one) If yes, write the name of the charter school: _____	
2) Resident of Oakland Unified School District? <input checked="" type="radio"/> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend: <u>ACORN</u>	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Zepeda Noelia</u> <small>Last, First, Middle</small>	
Home Address: <u>9715 Empire Rd Oakland CA 94603</u> <small>Street City, State Zip</small>	
Home Phone: <u>510 798-2344</u> Email: <u>bellas@gmail.com</u>	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 – 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: _____

Date: 6/25/16

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). **By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year.** Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Iles Marie Lamiya</u>	Current Grade: <u>6⁺</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>7015 Mac Arthur Blvd # 1104</u>	
Street City, State Zip	
Home Phone: <u>510.692.3368</u> Age: <u>11</u> Date of Birth: <u>5-21-05</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>Parker</u>	
Student 2:	
Name: <u>Naive Davis</u>	Current Grade: <u>K</u> Grade in 2017-2018
Last, First, Middle	
Home Address: <u>7015 Mac Arthur Blvd # 1104</u>	
Street City, State Zip	
Home Phone: <u>510.692.3368</u> Age: <u>5</u> Date of Birth: <u>9-24-10</u>	
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
<u>Parker</u>	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>Iles Tamiya</u>	
Last, First, Middle	
Home Address: <u>7015 Mac Arthur Blvd 1104</u>	
Street City, State Zip	
Home Phone: <u>510.692.3368</u> Email:	

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian:

Tamiya Iles

Date: _____

Dear potential Aurum Preparatory Academy parents/guardians:

This Form will be used to support the Charter School's request for a new charter petition and/or facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this Form, you are indicating that you are meaningfully interested in enrolling or re-enrolling your child/children in the Charter School's classroom-based program during the 2017 - 2018 school year. Thank you very much for your support and cooperation!

Student 1:	
Name: <u>Rivera Kristian</u> <small>Last, First, Middle</small>	Current Grade: <u>5</u> Grade in 2017-2018
Home Address: <u>2402 E 27 APT 3</u> <small>Street City, State Zip</small>	
Home Phone: <u>510.383.0399</u> Age: <u>9</u>	Date of Birth: <u>10-31-06</u>
1) Is your child currently enrolled in a charter school? <u>Y</u> (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? <u>Y</u> (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Student 2:	
Name: _____ <small>Last, First, Middle</small>	Current Grade: _____ Grade in 2017-2018
Home Address: _____ <small>Street City, State Zip</small>	
Home Phone: () _____ Age: _____	Date of Birth: _____
1) Is your child currently enrolled in a charter school? Y/N (circle one) If yes, write the name of the charter school:	
2) Resident of Oakland Unified School District? Y/N (circle one) If yes, please list the school within OUSD your son/daughter currently or would otherwise attend:	
Parent/Legal Guardian Information:	
Parent/Legal Guardian Name: <u>ROCHELLE RIVERA</u> <small>Last, First, Middle</small>	
Home Address: <u>2402 E 27 APT 3</u> <small>Street City, State Zip</small>	
Home Phone: <u>510.383.0399</u>	Email: <u>riverarochelle15@yahoo.com</u>

By signing below, I am indicating that I am meaningfully interested in enrolling the above named child(ren) in Aurum Preparatory Academy Charter School for the 2017 - 2018 school year. I understand that signing this Form does not guarantee enrollment in Aurum Preparatory Academy. I further understand that this information will be disclosed to the Oakland Unified School District to support the Aurum Preparatory Academy in a new charter petition request and/or a request for facilities under Proposition 39, and that OUSD may contact me directly to verify my response.

Signature of Parent/Legal Guardian: Mrs. Rochelle Rivera

Date: 6/24/16

Appendix K – Due Diligence Questionnaire

Oakland Unified School District Due Diligence Questionnaire

Charter Petition Applicant Information

Name of Applicant (First/Middle/Last): Toyna J. Chin

Other Names Used (i.e. Maiden):

Date of Birth: 08/29/1969

Current address: 1740 Sacramento Street #4

City: San Francisco

State: CA

ZIP: 94109

How long at current address? 3

Prior Addresses (Past five years): 367 4th Avenue #4, San Francisco, CA 94118

Background Information (Please Attach Separate Sheets if Necessary)

Criminal History (Date(s) of Arrest(s) or detentions leading to conviction/ Date(s) of Conviction(s)): N/A

Education History: MBA, Rensselaer Polytechnic Institute; BS, Southern New Hampshire University; Continuing Education, Stanford University - Center for Professional Development, MIT OpenCourseWare and Yale University

Employment History: VMware, Inc.

All Professional Licenses / Credentials Held: Pragmatic Marketing Certified - Level Three (PMC-III)

Professional Affiliations (Corporate Positions, Board Positions, etc.): Advisor - Kindara; Advisor - Entrepreneur Network Student Mentoring Initiative

Fictitious Business Name Affiliations: N/A

Professional References: Dr. Jessica Grossman, CEO Medicine360, jessicagrossman@yahoo.com, Ann Johnson, Director, VMUG/ESP Programs, Customer Programs, VMware johnsona@vmware.com

Proposed Charter School

Charter School name: Aurum Preparatory Academy

Address (if available):

City: Oakland

State: CA

ZIP:

Legal Entity Behind Charter School (if available):

Other Charter Schools with which Affiliated (prior and current):


Location of Other Charter Schools:

Authorization to Release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position. This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases the Oakland Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment or governing board membership with the above-referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to investigate my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review process.
- Is an indication of my understanding that any reports generated by the Office of Charter Schools will not be confidential and my knowing and voluntary waiver of any such confidentiality.

Signature



Date: 6/2/2015

Title: Founding Board Member

FOR OFFICE USE ONLY

Charter School Application Processed by:

Phone:

Fax:

E-mail:

Oakland Unified School District Due Diligence Questionnaire

Charter Petition Applicant Information

Name of Applicant (First/Middle/Last): Parren M. James

Other Names Used (i.e. Maiden):

Date of Birth: June 26, 1979

Current address: 7308 Outlook Avenue

City: Oakland

State: CA

ZIP: 94605

How long at current address? 2 years

Prior Addresses (Past five years): 210 S. Desplaines Street, Unit 1210, Chicago, IL 60661

Background Information (Please Attach Separate Sheets if Necessary)

Criminal History (Date(s) of Arrest(s) or detentions leading to conviction/ Date(s) of Conviction(s)): None

Education History: BS (Mathematics) Hampton University; MBA (Real Estate & Finance) The University of Michigan

Employment History: Sprint (2002-2006), International Airport Centers LLC (2009-2014), GreenHawk Consulting (2014-Present)

All Professional Licenses / Credentials Held: LEED AP, CCIM

Professional Affiliations (Corporate Positions, Board Positions, etc.): Prior Board Director for Erasing the Distance (Chicago)

Fictitious Business Name Affiliations:

Professional References: Ray Young (Managing Director) International Airport Centers, LLC (IAC), Alex Kurrelmeier (President) IAC, Dr. Bill Pickard (Adjunct Professor) University of Michigan, Jennifer Hammock (Prospective Franchisee) Nothing Budnt Cake, Bakari Adams (Vice President) MacFarlane Partners

Proposed Charter School

Charter School name: Aurum Preparatory Charter School

Address (if available):

City: Oakland

State: CA

ZIP:

Legal Entity Behind Charter School (if available):

Other Charter Schools with which Affiliated (prior and current):

Location of Other Charter Schools:

Authorization to Release Information

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Signature

Date: 7/31/16

Title: Director

FOR OFFICE USE ONLY

Charter School Application Processed by:

Phone:

Fax:

E-mail:

Oakland Unified School District

Due Diligence Questionnaire

Charter Petition Applicant Information

Name of Applicant (First/Middle/Last): **James Thomas Jordan**
 Other Names Used (i.e. Maiden):
 Date of Birth: **February 24, 1972**
 Current address: **350 Perkins Street Apt 101**
 City: **Richmond** State: **CA** ZIP: **94610**
 How long at current address? **4 years**
 Prior Addresses (Past five years): **438 W. Grand Avenue Apt 723, Oakland, CA 94610**

Background Information (Please Attach Separate Sheets if Necessary)

Criminal History (Date(s) of Arrest(s) or detentions leading to conviction/ Date(s) of Conviction(s)): **None**

Education History: **High School Diploma 1989, St. Mary's College High School, Berkeley, CA**
Bachelor of Arts, 1993, Stanford University, Stanford, CA.
Master of Business Administration, 2004, University of Virginia, Charlottesville, VA

Employment History: **(6/04-9/05) Platform Learning, Chicago, IL, Program Director**
(10/05-1/06) Oakland Unified School District, Operations Support Coach
(1/06-12/06) KIPP Summit Academy, San Lorenzo, CA, Chief Operating Officer
12/06-present Stanford University, Stanford, Ca, Associate Director, Alumni Communities

All Professional Licenses / Credentials Held:

Professional Affiliations (Corporate Positions, Board Positions, etc.):
Chair, Gamma Phi Lambda Education Foundation, Oakland, CA
Trustee, Saint Mary's College High School, Berkeley, CA

Fictitious Business Name Affiliations:

Professional References: **Jan Barker Alexander, Associate Dean of Student Affairs, Stanford University, (650) 725-0030, jbarker@stanford.edu**
Lawrence Puck, Vice President, Saint Mary's College High School, Berkeley, CA, (510) 526-9242; lpuck@stmchs.org

Proposed Charter School

Charter School name: **Aurum Preparatory Academy**
 Address (if available): **N/A**
 City: **Oakland** State: **CA** ZIP:
 Legal Entity Behind Charter School (if available): **Aurum Preparatory Academy**
 Other Charter Schools with which Affiliated (prior and current):

Location of Other Charter Schools:

Authorization to Release Information

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Signature		
<i>James Jordan</i>		
Date: June 20, 2016	Title:	
FOR OFFICE USE ONLY		
Charter School Application Processed by:		
Phone:	Fax:	E-mail:

Oakland Unified School District Due Diligence Questionnaire

Charter Petition Applicant Information

Name of Applicant (First/Middle/Last): JOHN NIVARROEL MORADA

Other Names Used (i.e. Maiden):

Date of Birth: Sept 26 1971

Current address: 3017 Wiltona Loop

City: Dublin

State: CA

ZIP: 94568

How long at current address? 2 yrs

Prior Addresses (Past five years): 5826 Hillbrook Place, Dublin, CA

Background Information

(Please Attach Separate Sheets if Necessary)

Criminal History (Date(s) of Arrest(s) or detentions leading to conviction/ Date(s) of Conviction(s)):

Education History: Bachelor's in Science '00, MBA '13

Employment History: Upn Technologies, Salesforce.com, PWC, Accenture, Deloitte

All Professional Licenses / Credentials Held:

Professional Affiliations (Corporate Positions, Board Positions, etc.):

American University Alumni Board

Fictitious Business Name Affiliations:

Professional References: Arif Khan 650-704-6321

Deb Darnovsky 948-248-2306

Proposed Charter School

Charter School name: Alumni Preparatory Academy

Address (if available):

City: Oakland

State: CA

ZIP:

Legal Entity Behind Charter School (if available):

Other Charter Schools with which Affiliated (prior and current):

Location of Other Charter Schools:

Authorization to Release Information

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Signature

Date: 1-26-2016

Title: Director

FOR OFFICE USE ONLY

Charter School Application Processed by:

Phone:

Fax:

E-mail:

Oakland Unified School District Due Diligence Questionnaire

Charter Petition Applicant Information

Name of Applicant (First/Middle/Last): *Kimberly Pignolet Nerpouni*

Other Names Used (i.e. Maiden): *Kimberly Cajefe Pignolet*

Date of Birth: *May 14, 1971*

Current address: *283 Beauforest Drive*

City: *Oakland*

State: *CA*

ZIP: *94611*

How long at current address? *Since March 2016*

Prior Addresses (Past five years): *2920 Pine Street, San Francisco CA 94115 (October 2006 – February 2016)*

Background Information

(Please Attach Separate Sheets if Necessary)

Criminal History (Date(s) of Arrest(s) or detentions leading to conviction/ Date(s) of Conviction(s)): *none*

Education History: *BA in Organizational Communications from San Francisco State University*

Employment History: *please see attached resume*

All Professional Licenses / Credentials Held: *Senior Professional in Human Resources (SPHR) 2012 - present*

Professional Affiliations (Corporate Positions, Board Positions, etc.): *Currently VP of Talent Management at GCA Savvian*

Fictitious Business Name Affiliations: *none*

Professional References: *Mr. Mark McInerney, Managing Director at GCA Savvian 415-318-3654; Mr. Tom Holland, former President of Sunrun, Inc. and former Partner at Bain & Co. 415-307-9535; Mr. Tom Key, Director at Boston Consulting Group 404-680-9530*

Proposed Charter School

Charter School name: *Aurum Preparatory Academy*

Address (if available):

City: *Oakland*

State: *CA*

ZIP:

Legal Entity Behind Charter School (if available):

Other Charter Schools with which Affiliated (prior and current):

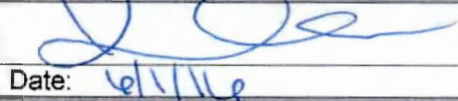
Location of Other Charter Schools:

Authorization to Release Information

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Signature



Date: *6/1/16*

Title: *Board Member*

FOR OFFICE USE ONLY

Charter School Application Processed by:

Phone:

Fax:

E-mail:

Oakland Unified School District

Due Diligence Questionnaire

Charter Petition Applicant Information

Name of Applicant (First/Middle/Last): Swati Samanth Hall
 Other Names Used (i.e. Maiden): Swati Samanth
 Date of Birth: 09.19.74
 Current address: 391 Fairmount Ave #102
 City: Oakland State: CA ZIP: 94611
 How long at current address? 10 yrs
 Prior Addresses (Past five years):

Background Information

(Please Attach Separate Sheets if Necessary)

Criminal History (Date(s) of Arrest(s) or detentions leading to conviction/ Date(s) of Conviction(s)):
 Education History: J.D. (U.C. Hastings) BA (USC)
 Employment History: Law Office of Swati Samanth since 2003
 All Professional Licenses / Credentials Held: J.D.
 Professional Affiliations (Corporate Positions, Board Positions, etc.):
 Fictitious Business Name Affiliations:
 Professional References: Vijay Toke 415.880.9653

Proposed Charter School

Charter School name: Aurum Preparatory Academy
 Address (if available):
 City: Oakland State: CA ZIP:
 Legal Entity Behind Charter School (if available):
 Other Charter Schools with which Affiliated (prior and current):
 Location of Other Charter Schools:

Authorization to Release Information

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Signature

6/15/14
 Date:

Title:

FOR OFFICE USE ONLY

Charter School Application Processed by:

Phone: Fax: E-mail:

Oakland Unified School District**Due Diligence Questionnaire****Charter Petition Applicant Information**Name of Applicant (First/Middle/Last): **Vanessa Sifuentes-Dimaano**Other Names Used (i.e. Maiden): **Vanessa Sifuentes**Date of Birth: **6/5/81**Current address: **16105 Carolyn Street**City: **San Leandro**State: **CA**ZIP: **94578**How long at current address? **4 months**

Prior Addresses (Past five years):

872 York Street, Oakland CA 94610**399 N 14th Street, San Jose CA 95112****Background Information****(Please Attach Separate Sheets if Necessary)**Criminal History (Date(s) of Arrest(s) or detentions leading to conviction/ Date(s) of Conviction(s)): **N/A**

Education History:

MA, Education – UC Berkeley**BA, Political Science & Chicano Studies – UCLA**

Employment History:

Oakland Unified School District – School Improvement Partner (June 2015 – Present)**Teach for America Oakland – Managing Director (June 2013 – June 2015)****Leadership Public Schools San Jose – Principal (July 2011 – June 2013)****ACE Charter School San Jose – Principal (June 2008 – June 2011)****Aspire Public Schools – Teacher, Principal Intern (August 2003 – June 2008)**

All Professional Licenses / Credentials Held:

CA Teaching Credential – English**CA Administrative Services Credential – Tier 1**

Professional Affiliations (Corporate Positions, Board Positions, etc.):

Aurum Preparatory Academy – Board of Directors

Fictitious Business Name Affiliations:

N/A

Professional References:

Adrian Kirk, 408-839-7415**Tracy Session, 310-592-8201****Proposed Charter School**Charter School name: **Aurum Preparatory Academy**

Address (if available):

City: **Oakland**State: **CA**

ZIP:

Legal Entity Behind Charter School (if available):

Other Charter Schools with which Affiliated (prior and current): **N/A**Location of Other Charter Schools: **N/A****Authorization to Release Information**

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Signature



Date: June 16, 2016

Title: Director, Aurum Preparatory Academy Board

FOR OFFICE USE ONLY

Charter School Application Processed by:

Phone:

Fax:

E-mail:

Oakland Unified School District Due Diligence Questionnaire

Charter Petition Applicant Information

Name of Applicant (First/Middle/Last): Joseph Daniel Weinstein-Carnes

Other Names Used (i.e. Maiden): Joseph Weinstein

Date of Birth: January 27, 1988

Current address: 3019 Hillegass Ave. Apt #3

City: Berkeley

State: CA

ZIP: 94705

How long at current address? 2 Years

Prior Addresses (Past five years):

- 2013-2014: 114 Paseo De La Playa, Apt B, Redondo Beach, CA 90277
- 2010-2013: 707 N. Prospect, Redondo Beach, CA 90277

Background Information

(Please Attach Separate Sheets if Necessary)

Criminal History (Date(s) of Arrest(s) or detentions leading to conviction/ Date(s) of Conviction(s)): N/A

Education History:

- B.A. English Literature, UCLA
- M.A. Urban Education and Administration, LMU

Employment History:

- 2015-2016: Director, Facilities, California Charter Schools Association
- 2014-2015: Manager, Teacher Engagement, California Charter Schools Association
- 2012-2014: 11th Grade ELA Teacher, Drama Teacher, 12th Grade College Writing Teacher, DaVinci Schools
- 2010-2012: 9th Grade ELA Teacher, Alliance College-Ready Schools

All Professional Licenses / Credentials Held: N/A

Professional Affiliations (Corporate Positions, Board Positions, etc.): N/A

Fictitious Business Name Affiliations: N/A

Professional References:

- Yannell Selman; Parent Organizing Director; CCSA; yselman@calcharters.org; (305) 310-4800
- Steve Wallis; Principal; Da Vinci Science High School; swallis@davincischools.org; (310) 725-5800

Proposed Charter School

Charter School name: Aurum Preparatory Academy

Address (if available): N/A

City:

State:

ZIP:

Legal Entity Behind Charter School (if available):

Other Charter Schools with which Affiliated (prior and current):

Location of Other Charter Schools:

Authorization to Release Information

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Signature

Date: 7/6/16

Title: Joseph Weinstein-Carnes

FOR OFFICE USE ONLY

Charter School Application Processed by:

Phone:

Fax:

E-mail:

Oakland Unified School District Due Diligence Questionnaire

Charter Petition Applicant Information

Name of Applicant (First/Middle/Last): David Dexter Hardin

Other Names Used (i.e. Maiden):

Date of Birth: 01/21/1988

Current address: 600 William Street, apt 133

City: Oakland

State: CA

ZIP: 94612

How long at current address? 1 year

Prior Addresses (Past five years): 400 West Peachtree Street 914, Atlanta, GA, 30308

Background Information (Please Attach Separate Sheets if Necessary)

Criminal History (Date(s) of Arrest(s) or detentions leading to conviction/ Date(s) of Conviction(s)): N/A

Education History:

- BA, Political Science and Spanish, Morehouse College

Employment History:

- 2015 – 2016: Building Excellent Schools- Fellow
- 2013 – 2015: Teach For America- Manager, Teacher Leadership and Development
- 2012 – 2013: McMaster-Carr Supply Company, Accounting Supervisor
- 2010 – 2012: Atlanta Public Schools- Social Studies Department Chair

All Professional Licenses / Credentials Held:

- 2010- 2011: Certificate of Teaching- The Galloway School

Professional Affiliations (Corporate Positions, Board Positions, etc.): N/A

Fictitious Business Name Affiliations: N/A

Professional References:

- Damon Bailey, Managing Director- Purpose Built Communities, 404-205-2712, damon.bailey16@gmail.com
- DeLano Ford, Executive Director- Teach For America, 404-670-4246, DeLano.Ford@teachforamerica.org

Proposed Charter School

Charter School name: Aurum Preparatory Academy Charter School

Address (if available):

City:

State:

ZIP:

Legal Entity Behind Charter School (if available):

Other Charter Schools with which Affiliated (prior and current):

Location of Other Charter Schools:

Authorization to Release Information

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Signature

David Martin

Date: 07/15/2016

Title: Lead Founder

FOR OFFICE USE ONLY

Charter School Application Processed by:

Phone:

Fax:

E-mail:

Appendix L – OUSD New Charter School Petition Evaluation

Rating	Characteristics
Meets or Exceeds the Standard:	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.
Partially Meets the Standard:	The response meets the criteria in some respects, but lacks detail and/or requires additional information in one or more areas.
Does Not Meet the Standard:	The response is wholly undeveloped or significantly incomplete; demonstrates lacking preparation/capacity; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

Domain 1: Educational Program (Element 1)

Statutory References: E.C. § 47605(b)(1)

E.C. § 47605(b)(5)(A)-(C)

The education program should tell you who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should give you a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

A. Target Population & Community Need (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Includes a coherent description of the students the school expects to serve (including demographics, educational and social-emotional needs) based on a thorough understanding of the district population and the location in which the school expects to operate.
2. Includes **Surrounding Schools Demographics & Performance Data (see Appendix F)** and demonstrates sufficient understanding of the educational needs of the target population and explains how the proposed school will meet those needs in conjunction with the schools in the surrounding area.
3. Describes meaningful, diverse outreach efforts and involvement with parents/guardians and community members in creating the charter petition as well as representation on the school's board and/or founding team.
4. Includes **Meaningfully Interested Signatures (see Appendix J)** and provides evidence of support from prospective parents, teachers, and/or students and community partners.
5. Includes a description of the manner in which community feedback impacted the contents of the charter petition.

Target Population & Community Need		
Meets or Exceeds	Partially Meets	Does Not Meet

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Strengths	Weaknesses
Questions	

B. Philosophy & Approach to Instruction (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Specifies a clear, concise school vision and mission statements, which align with all elements and programs of the school and meet the needs of the targeted population.
2. Provides a persuasive explanation of why the philosophy and approach, grounded in research-based educational practices and high standards for student learning, are appropriate for and likely to result in improved educational performance for the target population, including any available performance data from use of the same educational philosophy and approach to instruction with similar populations.

Philosophy & Approach to Instruction		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

C. Instructional Design (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Includes a framework for instructional methods and strategies aligned with the needs of the pupils that the charter school has identified as its target student population.
2. Indicates how the curriculum is research-based, addresses CA Common Core State Standards, and meets target population needs.
3. Includes the curriculum/textbooks or other instructional resources to be used.
4. For curriculum yet to be developed, includes a thorough, persuasive plan for development including the research base to be considered. Includes a realistic, time-specific development schedule and clear objectives to be, as well as the identification of the foundational materials and individuals responsible for the curriculum development and evidence that they are well-qualified for the task.
5. Describes how the instructional program will provide and support student development of technology-related skills and how the school will ensure that students will be prepared to take computer-based state standardized assessments.
6. **For secondary schools (departmentalized middle schools and high schools),** provides a comprehensive course list or table that shows all course offerings for all grades to be served.
For High Schools only:
7. Specifies how the instructional program will meet graduation and A-G requirements.
8. Describes the timeline that the charter school will follow for obtaining WASC accreditation.
9. Describes how charter school will inform parents about transferability of courses to other public high schools and eligibility of courses to meet college entrance requirements. (Courses that are accredited by WASC may be considered transferable, and courses meeting the A-G admissions criteria may be considered to meet college entrance requirements.)
10. **For schools offering International Baccalaureate,** or any other complex instructional framework that must be phased in over time, describes the school's plan and timeline for implementing the various phases or components of the program.
11. **For schools offering Transitional Kindergarten,** includes a description of the school's Transitional Kindergarten program.
12. **For schools offering summer school,** describes the summer school program with details including how many students are expected to attend, how they will be selected for participation, how many hours and weeks will be provided, and how it will be funded, as well as what specific student needs the summer school will address.

Academic Calendar & Schedules

1. Includes the school's academic calendar and schedules that are internally consistent.
2. Includes **Instructional Days and Minutes Calculator Chart (see Appendix G)** and a comprehensive set of sample daily schedules (regular, early dismissal, minimum day),

which explain the rationale for allocation of instructional time to different subject matter areas.

Staffing & Professional Development

1. Describes how teachers will be recruited and developed to successfully deliver the proposed educational program.
2. Describes how the school will provide ongoing professional, specifying a list of topics, for the first year of the charter term.

Instructional Design		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

D. School Culture (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes school cultural values that are inclusive of all students and promote a positive academic environment and reinforces student intellectual and social development.
2. Describes sound systems and practices to foster this culture, starting from the first day of school.
3. Includes a description of the extracurricular activities or programming the school will offer, how often they will occur, who will manage or oversee the activities, and how will they be funded. Activities are aligned with and support the school's mission and culture.

School Culture		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
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Questions	

E. Student Recruitment & Enrollment (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Specifies that enrollment is available to all students and includes a sound enrollment and recruitment plan, including admission requirements or priorities, or lottery policies, as well as systems for student recruitment, including activities and events.
2. Indicates that the school has conducted targeted outreach to families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families and other youth at risk of academic failure, and that the enrollment system will provide equitable access.
3. Includes an ambitious target re-enrollment rate.
4. Includes sufficient plans for ongoing student enrollment once the school is open.

Student Recruitment & Enrollment		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

F. Student Engagement & Satisfaction (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes a goal for student attendance (including tardiness and truancy) that can be expected to ensure high rates of student attendance.

2. Identifies an individual or position responsible for collecting and monitoring attendance data and describes what will be done in the event the school does not reach its attendance goals.
3. **For high schools**, describes a plan for drop-out recovery and persistence plans for students at-risk of dropping out.

Student Engagement & Satisfaction		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

G. Community School: Ongoing Family Involvement & Satisfaction (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes the partnerships the school will have with community organizations, businesses, or other educational institutions, including the nature, purposes, terms, and scope of services of any such partnerships.
2. Describes how the school will specifically engage families in the school's culture.

Community School: Ongoing Family Involvement & Satisfaction		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

H. Special Populations: Identification, Remediation, & Acceleration (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

Special Education

1. Explains how the school will use bodies of evidence to identify students with disabilities and special needs.
2. Provides a sound plan -- including lead contact, funding, service and intervention arrangements -- for identifying and meeting the needs of students identified with disabilities.
3. Includes evidence of high expectations for students with special needs.
4. Identifies which staff will be responsible for identification and the process used to identify students, as well as ways in which the school will avoid misidentification.
5. Provides a clear statement regarding what petitioners expect will be the school's anticipated LEA status for purposes of special education and the implications of that status determination.
6. Describes how and when the school will provide school wide professional development to special education and general education teachers to serve the needs of special needs students.

Response to Intervention

1. Describes how the school will implement Response to Intervention (RTI) in a manner that meets the state's requirements and that includes specific research-based strategies to support students in Tiers I, II, and III, including both academic and behavioral interventions.
2. Describes specific interventions to be employed to help close achievement gaps.

Gifted/ Talented Students & Academically Advanced Students

1. Identifies which staff will be responsible for identification and explains the process used to identify gifted/talented and academically advanced students as well as the criteria that will be used to determine exceptional ability or potential.
2. Describes the research-based instructional programs and strategies the school will use to appropriately address the educational needs of gifted students and any additional instructional materials to be employed.

Special Populations: Identification, Remediation, & Acceleration		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
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Questions	

I. Special Populations: English Learners (Element 1)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes the school's philosophy and approach to language instruction and the components of this approach, and a sufficient research base to support it.
2. Describes how the school will ensure content-area curriculum and instruction is accessible to English Learners (ELs) of all proficiency levels and typologies, including newcomers, Students with Interrupted Formal Education (SIFE), and Long-term ELs.
3. Describes how the school will structure English Language Development and the curriculum and instructional resources to be used.
4. Describes systems of professional development and collaboration to be put in place to support teachers to meet the needs of ELs.
5. Includes an instructional schedule that addresses the needs of diverse language learners.
6. **For high schools**, describes a plan to ensure that ELs, including newcomers, receive the required A-G courses to keep them on track to graduation?
7. Includes a plan for identifying and assessing the language and literacy needs of the school's ELs and a plan for ELs who are not demonstrating adequate progress, including specialized instruction or courses to accelerate language, literacy and academic skills for these students.
8. Includes a plan for how the school will communicate to families EL students' progress.
9. Includes a plan for leveraging community partners to provide programs and services to meet the needs of newcomers/ELs and their families.
10. Explains how staff will integrate the ELs into the greater school community.
11. Includes plans to ensure adequate translation services during all school meetings.

Special Populations: English Learners		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
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Questions	

DOMAIN 2: Student Performance & Assessments (Elements 2 & 3)

Pupil outcomes are central to the school's existence. They represent the school's definition of success and should drive all aspects of the program and operation.

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Includes **OUSD's Collective Measureable Pupil Outcomes (MPOs) available on OUSD's website www.ousdcharters.net.**
2. Includes **State Priorities Under LCFF (see Appendix H)**, as well as a description of the school's annual goals and a description of the specific annual actions the school will take to achieve each of the state's identified annual goals.
3. Identifies formative assessments to be used by the school to assess student progress on an ongoing basis and how frequently the assessments will be administered.
4. Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.
5. Describes how assessment data will be used to inform instruction and professional development on an ongoing basis.
6. Describes clear and fair grading, promotion/retention policies and procedures.

Student Performance & Assessments		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

DOMAIN 3: Governance Structure (Element 4)

The Charter Schools Act requires the authorizer to determine whether the petitioners are “demonstrably unlikely to successfully implement the program.” Experience with new school development demonstrates that unless petitioners have sound plans and capacity for governance, management, employment and financial operation, they are unlikely to successfully implement the program. This section should provide a clear, convincing picture of the petitioners’ capacity to operate the school successfully.

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

A. Governance Structure (Element 4)

1. Provides an organizational chart which indicates how the charter school will become and remains a viable enterprise and shows the relationship of the governing board to the leadership of the school, as well as any relevant site committees.
2. Indicates qualifications and the selection process for governing board members, including the length/rotation of service terms.
3. Specifies how often and where the governing board will meet
4. Provides by-laws for the nonprofit public benefit corporation, including a description of the decision making process, and states the manner for setting the annual calendar, posting meeting notices, distributing agendas, and recording governing board actions.
5. Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that there will be active and effective representation of interested parties, including, but not limited to all staff and parents/guardians.
6. Presents a clear and fair dispute resolution process.
7. Includes evidence of the charter school’s incorporation as a non-profit public benefit corporation

Governance Structure		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
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Questions	

B. Operating Plans & Procedures (Element 4)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Provides a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.
2. Includes a completed **School Staffing Model and Rollout Table** outlining the school staffing rollout plan.
3. If the school will provide transportation, describes the transportation arrangements for prospective students and how the school plans to meet transportation needs for field trips and athletic events.
4. Describes how the school will ensure students' nutritional needs are met during the school day and includes a list of prospective vendors.
5. Includes a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability, property, indemnity, directors and officers, and automobile.

Operating Plans & Procedures		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

A. Budget/Financial Plan (Element 4)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Includes all completed budget spreadsheets, consisting of:
 - **Multi-Year Budget Projection Excel Sheet**, including the projected budget for the school's start-up year and the first three years of the proposed school's operation. All tabs must be completed.
 - **FCMAT LCFF Calculator**
 - **Three-Year Cash Flows Excel Sheet**
2. Presents a detailed budget narrative including all assumptions and revenue estimates as well as the basis for revenue projections, staffing levels, and costs, as well as the degree to which the school budget will rely on variable income.
3. Discusses the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
4. Provides a compensation plan based on sound budget assumptions that reflects understanding of the prevailing market and supports the proposed educational program.
5. Describes the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
6. Describes the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
7. Describes any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

Budget/Financial Plan		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

DOMAIN 4: Equity, Access & Diversity (Elements 7, 8 & 10)

NOTE: Elements 5, 6, and 9 are addressed in Domain 5.

Racial & Ethnic Balance (Element 7)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Includes a completed **District & Surrounding School Racial & Ethnic Demographics Table** (see **Appendix I**).
2. Describes how leaders will ensure that the proposed school enrolls children of diverse racial and ethnic backgrounds that reflect the demographics of Oakland and/or the region of the proposed school, including a thorough description of annual outreach efforts, describing what methods the school will use to advertise and recruit students, what geographic areas will be targeted in the outreach effort, and what languages will be used to do the outreach.
3. Describes how the school will recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, ELs, and students with disabilities.

Racial & Ethnic Balance		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

Admission Requirements (Element 8)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes the specific admissions and enrollment process, including admission preferences of the proposed school.
2. Describes the manner in which the school will implement a public random drawing in the event that applications for enrollment exceed school capacity. This description should address:
 - The method the school will use to communicate to all interested parties the rules to be followed during the open enrollment and lottery processes.
 - The method the school will use to verify lottery procedures are fairly executed.
 - The timelines under which the open enrollment period and lottery will occur.

- The location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.
- The date and time the lotteries will occur so interested parties will be able to attend.
- The procedures the school will follow to determine waiting list priorities based upon lottery results.
- The means by which the school will contact the parents/guardians of students who have been promoted off the waiting list and timelines under which parents/guardians must respond in order to secure admission.
- The records the school shall keep on file documenting the fair execution of lottery procedures.

Admission Requirements		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

Suspension & Expulsion Procedures (Element 10)

In addition to containing all District Required Language, a petition sufficiently meets this standard if it:

1. Describes the key elements of the school discipline policy and how it will support a positive school culture, including school-wide positive behavior support and restorative practices, alternatives to suspension, and professional development.
2. Describes how the discipline strategy will be implemented in the classroom, including what teaching strategies will be used to ensure students are on task and focused on learning.
3. Describes a plan to ensure minority students and students with disabilities are not disproportionately represented in disciplinary procedures such as suspensions and expulsions. Includes a plan to track this data.
4. Outlines how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.

Grounds for Suspension and Expulsion

1. Identifies a preliminary list of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners reviewed the offenses for which students must or may be suspended or expelled set forth in the Education Code for non-charter public schools.
2. Identifies the procedures by which pupils can be suspended or expelled.
3. Identifies the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion, their due process rights, and how they may appeal the suspension.

Suspension Procedures

1. Identifies the maximum number of days a student may be suspended for any single offense and the maximum total number of days a student may be suspended within one academic year.
2. Describes how students will access education during the suspension or expulsion.
3. Provides evidence that in preparing the lists of offenses specified and procedures specified above), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provides evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's pupils and their families
4. Provides for due process for all pupils and demonstrates an understanding of the rights of pupils with disabilities in regard to suspension and expulsion.

Expulsion Procedures

1. Describes the school's specific rules and procedures for student expulsion and specifically addresses:
 - How the school will provide to the student and parent adequate notice of the reason for potential disciplinary action and a meaningful opportunity to be heard prior to making an expulsion recommendation
 - Who has the authority, and what process must be followed, to make expulsion recommendations
 - Who has the authority to make expulsion decisions
 - How and when the school will hear and decide expulsion recommendations, including the provision of an impartial decision-making panel, adequate notice and meaningful opportunity to be heard, reasonable timeline, reasonable accommodations and language support, special rules and procedures for incidents involving sexual assault, right to be represented by counsel or other advocate, and other due process protections and rights
 - How the school will create and maintain records of the proceedings, and make records available to students/parents
 - How students/parents may appeal an expulsion decision, including provision of an impartial appeals panel, adequate notice and meaningful opportunity to be heard, reasonable timeline, reasonable accommodations and language support, and other due process protections and rights
 - How the school will provide post-expulsion support to facilitate access to education for expelled students/families

2. States the procedures for rehabilitation, readmission and interim placement.

Suspension & Expulsion Procedures		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

Addendum for Existing Providers (if applicable)

A petition sufficiently meets this standard if it:

A. Curriculum & Instructional Design Supplement

1. Includes a clear and compelling description of the organization's approach to replicating and implementing the school model, including curriculum and instructional design among multiple schools.
2. Provides sensible rationale and identifies resources for any key educational features that would differ from the organization's current model.

Curriculum & Instructional Design Supplement		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

B. Network Vision, Growth Plan, & Capacity

1. Includes a well-defined, thoughtful strategic vision and five-year growth plan for developing new schools locally and elsewhere, if applicable. This should include: years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected numbers of students.
2. Demonstrates organizational and management capacity to execute the school replication plan successfully – and to support and ensure the quality and long-term success of all proposed schools – as evidenced by:
 - The organization’s annual report for the last two years;
 - A sound, well-developed business plan;
 - Sound description of tasks and timelines for building or deploying organizational capacity to support the proposed schools; and
 - Successful school development, management, and replication experience.
3. Demonstrates the ability to learn from past school management/replication challenges, including thoughtful discussion of specific challenges and mitigation strategies.
4. Demonstrates consideration of risks and challenges to achieving desired outcomes in OUSD over the next five years and realistic, effective strategies for addressing them.

Network Management

1. Includes evidence of a capable network leadership team with sensibly defined roles and responsibilities and demonstrated capacity to lead the short- and long-term success of the school(s) as part of the growing network.
2. Includes a sound plan and structure for any shared or centralized support services, including a description of the services, network staffing, costs (amount and allocation aligned with budget), specific service goals and how the organization will measure the successful delivery of these services.
3. Demonstrates clear, effective assignment of school- and organization-level decision-making responsibility for key functions such as curriculum, professional development, culture, staffing, etc. as evidenced by the table provided.
4. Includes clear, sensible, complete organization charts depicting the governance and management structure for:
 - The network as a whole (including both network management and schools within the network) in Years 1, 3, and 5;
 - The school model (one school) in Year 1 and at full expansion.

The charts should delineate sound assignment of roles and responsibilities – and clear lines of authority among – (as applicable) the board, all management staff, any related

bodies or councils, and any external organizations that will play a management role. The charts should also present clear lines of authority and reporting within the school.

Network Governance & Legal Status

1. Includes a clear description of an effective governance structure at both the network and individual school levels, including an explanation of whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools.
2. Presents a clear description of the organizational relationship between the network-level board and boards at each school, including the legal status of each board, and the scope of authority of each.
3. Presents a clear description of an effective governance structure in the absence of a network-level board.
4. Describes governing bylaws, policies, and procedures that support the charter school expansion/replication plan.
5. Includes a sound, timely plan for increasing the capacity of the governing board to govern multiple schools, including a sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities beyond what the board already possesses and necessary for the governance of multiple schools.
6. Includes a plan for clear identification and plan for addressing board development needs relative to growth.
7. Explains how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.
8. Provides evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, and community experience and expertise.
9. Presents clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).

Network Leadership Pipeline

1. Includes a sound plan for sourcing and training potential leaders for future campuses and for developing a pipeline of potential leaders for the network.

Network-wide Staffing

1. Includes table outlining plans for sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success in existing schools.

Network Performance Management

1. Describes meaningful mission-specific educational and organizational goals and targets, which are measurable or demonstrable by externally credible measures or assessments.

2. Includes effective plan (including qualified personnel) and system for measuring and evaluating academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the charter term.
3. Describes thoughtful, appropriate corrective actions the school and network will take if they fall short of the authorizer's (or the operator's) goals at any level, including explanation of what would trigger such actions and who would implement them.
4. Includes a sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

Network Vision, Growth Plan, & Capacity		
Meets or Exceeds	Partially Meets	Does Not Meet
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Weaknesses
Questions	

C. Performance Evaluation Information

1. Includes thoughtful discussion of a high-performing school in the network, including the evidence basis for judging the school as high-performing; causes for success; challenges overcome; and how the school's effective practices have been implemented elsewhere in the network
2. Includes thoughtful discussion one of the lowest performing schools in the network, including the evidence basis for judging the school unsatisfactory; causes of underperformance; and specific strategies and expectations (performance levels and timeframe) for improvement
3. Includes three years of independent financial audit reports and management letters; and the most recent internal financial statements, including balance sheets and income statements, with distinct representation of the CMO level and the overall operations.
4. Provides satisfactory performance records and demonstrated capacity to learn from past challenges/mistakes, as evidenced by a thoughtful, well reasoned, and evidence-based discussion of any of the following experiences: record of any charter revocations or non-renewals; shortened or conditional renewals; withdrawals or non-openings; performance



Appendix M – Letters of Support from Local Educators

July 19, 2016

Dear Oakland Unified School District Board:

My name is Ronald Towns and I am currently a teacher and school leader at Leadership Public Schools in Oakland, CA. I teach ninth grade mathematics and serve as one of the school's Academic Deans. It is my pleasure to give my support for the approval of Aurum Preparatory Academy and David Hardin's leadership as the lead founder.

There is a huge need in Oakland for sound public schools, and I am more than confident that David and his team are equipped to meet the challenge. David's record of leadership both within the classroom, as an award winning teacher, and as a successful education consultant that coached teachers gives me confidence in their ability.

I firmly believe in the mission of Aurum Preparatory Academy because students deserve equitable access to a school with a culture oriented to academic achievement and character development. Their team's Fellowships with Building Excellent Schools and Educate 78 provide them the opportunity to be uniquely prepared to deliver an excellent school to our students.

I believe that the record of leadership, character, and success that David along with the rest of Aurum Preparatory Academy's founding team possess will give them the foundational skills they need to develop an excellent college preparatory school for the families of Oakland.

Sincerely Yours,

Ronald Towns



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

RONALD TOWNS

is hereby awarded a

Clear Single Subject Teaching Credential: Renewal

AUTHORIZED SUBJECT(S):

Mathematics

SUBJECT MATTER AUTHORIZATION(S):

Mathematics

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 10/20/2015 to 11/01/2020

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov

Anwar Abdul-Rahman

3080 Richmond Blvd, Oakland, CA, 94611

anwar360@gmail.com / 510 418 1114

May 5, 2016

Dear Oakland Unified School District Board:

I am currently teaching 7th grade ELA at KIPP Bridge Charter School and after meeting and speaking with David Hardin, I enthusiastically recommend and support the approval of Aurum Preparatory Academy and David's leadership as the lead founder.

A colleague of mine introduced me to David and I was immediately interested in his work. In speaking with him and learning about his vision and the team of community members and parents involved in the process, I became impressed not only by their commitment to listen and learn, but also by their compelling vision for what is possible for middle and high school students in East Oakland. Moreover, I believe David and the founding team of parents and families have the experience and know how to start a successful and needed school option for the Oakland community. David's record of leadership, both within the classroom, as an award winning teacher, and as a successful education consultant that coached teachers gives me confidence in their ability.

I firmly believe in the mission of Aurum Preparatory Academy because students deserve equitable access to a school with a culture oriented to academic achievement and character development. Their team's Fellowships with Building Excellent Schools and Educate 78 provide them the opportunity to be uniquely prepared to deliver an excellent school to our students.

I believe that the record of leadership, character, and success that David along with the rest of Aurum Preparatory Academy's founding team possess will give them the foundational skills they need to develop an excellent college preparatory school for the families of Oakland.

Sincerely,

Anwar Abdul-Rahman





*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

ANWAR ABDUL-RAHMAN

is hereby awarded a

Preliminary Multiple Subject Teaching Credential: First Time

*AUTHORIZED SUBJECT(S):
General Subjects*

*SUBJECT MATTER AUTHORIZATION(S):
General Subjects*

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 12/01/2015 to 01/01/2021

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov

Cassandra Tesch

8601 MacArthur BLVD Oakland CA 94621 ctesch@leadps.org

April 4, 2016

Dear Oakland Unified School District Board:

I currently teach 9-12 grade at Leadership Public Schools Oakland , where I have the privledge to teach English and concurrent enrollment courses in Communication. It is my pleasure to give my support for the approval of Aurum Preparatory Academy and David Hardin's leadership as the lead founder.

In meeting with David and learning about him and the team of community members and parents involved in the founding process, I have been impressed not only by their commitment to listen and learn but also by their compelling vision for what is possible for middle and high school students in East Oakland. Moreover, I believe David and the founding team of parents and families have the experience and know how to start a successful and needed school option for the Oakland community. David's record of leadership both within the classroom, as an award winning teacher, and as a successful education consultant that coached teachers gives me confidence in their ability.

I firmly believe in the mission of Aurum Preparatory Academy because students deserve equitable access to a school with a culture oriented to academic achievement and character development. Their team's Fellowships with Building Excellent Schools and Educate 78 provide them the opportunity to be uniquely prepared to deliver an excellent school to our students.

I believe that the record of leadership, character, and success that David along with the rest of Aurum Preparatory Academy's founding team possess will give them the foundational skills they need to develop an excellent college preparatory school for the families of Oakland.

Sincerely,

Cassandra Tesch

Ctesch@leadps.org



COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

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[Agency User](#) | [Search](#)

CH, CASSANDRA > Document:

[New Search](#) Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

Last Name: TESCH

First Name: CASSANDRA

Middle Name: ANN

Last Known County of Employment:

Adverse and Commission Actions Indicator:

Note: Please verify County of Employment is current

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Status field under the All Documents tab to view any adverse action taken.

[Current Document](#) | [All Documents](#) | [Adverse and Commission Actions](#)

◀ 1 - 3 of 3 ▶

	Document Number ▾	Document Title ▾	Term ▾	Status ▾	Issue Date ▾	Expiration Date ▾	Original Issue Date ▾	Grade ▾	Special Grade ▾
>	130186828	Single Subject Teaching Credential	Clear	Valid	8/8/2013	9/1/2018	4/9/2013		
>	130078112	Single Subject Teaching Credential	Preliminary	Valid	4/9/2013	5/1/2018	4/9/2013		
>	123159387	Certificate of Clearance		Valid	7/23/2012	8/1/2017	7/23/2012		

[Authorization/Subjects](#)

◀ 1 - 2 of 2 ▶

Authorization Code ▾	Authorization Description ▾	Subject Code ▾	Subject Description ▾	Major/Minor ▾	Added Authorization Date ▾
1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	ENGL	English	MAJ	
JA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		MAJ	

Alexandria LeeNatali

281 Grayson Terrace San Jose, CA 95126 303-304-9854

Alexandria.leenatali@gmail.com

April 12, 2016

Dear Oakland Unified School District Board:

I currently teach 6th grade at Cornerstone Academy, where I have the privilege to teach all subjects. It is my pleasure to give my support for the approval of Aurum Preparatory Academy and David Hardin's leadership as the lead founder.

In meeting with David and learning about him and the team of community members and parents involved in the founding process, I have been impressed not only by their commitment to listen and learn but also by their compelling vision for what is possible for middle and high school students in East Oakland. Moreover, I believe David and the founding team of parents and families have the experience and know how to start a successful and needed school option for the Oakland community. David's record of leadership both within the classroom, as an award winning teacher, and as a successful education consultant that coached teachers gives me confidence in their ability.

I firmly believe in the mission of Aurum Preparatory Academy because students deserve equitable access to a school with a culture oriented to academic achievement and character development. Their team's Fellowships with Building Excellent Schools and Educate 78 provide them the opportunity to be uniquely prepared to deliver an excellent school to our students.

I believe that the record of leadership, character, and success that David along with the rest of Aurum Preparatory Academy's founding team possess will give them the foundational skills they need to develop an excellent college preparatory school for the families of Oakland.

Sincerely,

Alexandria LeeNatali





COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

ALEXANDRIA LEENATALI

is hereby awarded a

Preliminary Multiple Subject Teaching Credential: New Credential Type

AUTHORIZED SUBJECT(S):
General Subjects (Examination)

SUBJECT MATTER AUTHORIZATION(S):
General Subjects (Examination)

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 05/11/2014 to 06/01/2019

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov

REBECCA HASKELL

381 Adams St., Apt. B, Oakland, CA 94610 | Email: bhaskell@gmail.com | Phone: 202-617-0465

April 3, 2016

Dear Oakland Unified School District Board:

I am currently an education consultant working with schools and education organizations across the Bay Area, where I have the privilege to work with teachers, administrators, and education entrepreneurs. It is my pleasure to give my support for the approval of Aurum Preparatory Academy and David Hardin's leadership as the lead founder.

In meeting with David and learning about him and the team of community members and parents involved in the founding process, I have been impressed not only by their commitment to listen and learn but also by their compelling vision for what is possible for middle and high school students in East Oakland. Moreover, I believe David and the founding team of parents and families have the experience and know how to start a successful and needed school option for the Oakland community. David's record of leadership both within the classroom, as an award winning teacher, and as a successful education consultant that coached teachers gives me confidence in their ability.

I firmly believe in the mission of Aurum Preparatory Academy because students deserve equitable access to a school with a culture oriented to academic achievement and character development. Their team's Fellowships with Building Excellent Schools and Educate 78 provide them the opportunity to be uniquely prepared to deliver an excellent school to our students.

I believe that the record of leadership, character, and success that David along with the rest of Aurum Preparatory Academy's founding team possess will give them the foundational skills they need to develop an excellent college preparatory school for the families of Oakland.

Sincerely,



Rebecca Haskell
Clear Multiple Subject Teaching Credential
150226281 (valid through 7/1/2020)



*By virtue of the authority vested in the Commission on Teacher Credentialing
in recognition of preparation to serve in California public schools*

REBECCA HASKELL

is hereby awarded a

Preliminary Multiple Subject Teaching Credential: First Time

AUTHORIZED SUBJECT(S):

SUBJECT MATTER AUTHORIZATION(S):

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 04/21/2014 to 05/01/2019

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov

Appendix N– Letters of Support from Local Community Leaders



ACTS FULL GOSPEL CHURCH OF GOD IN CHRIST

1034 66th Avenue • Oakland • CA 94621

510 567-1300 • 510 568-4125 FAX • www.actsfullgospel.org

BISHOP BOB JACKSON, SENIOR PASTOR

June 9, 2016

To the Oakland Unified Schools Board of Education,

I am writing this letter in strong support of Aurum Preparatory Academy, a proposed 6-12 college preparatory Middle-High School for the East Oakland community.

I have served as the Bishop of Acts Full Gospel for the last several decades. During that time, I have seen dramatic shifts in the demographics and economics of the area. Our congregation serves much of the East Oakland community and we have had an impact in the spiritual, economic, and educational development of this community. While we have done much to address the needs of this community, we recognize the realities of a trans-generational culture of poverty, and equipped me with an awareness of the challenges as well as the possibilities faced by children and families growing up in the area. It has also given me a clear vision into the educational gaps in the community – gaps that a program such as Aurum Preparatory Academy seems ideally suited to fill.

The mission of Aurum Preparatory Academy is to equip all students in grades six through twelve with the academic skills, content knowledge, and ethical character required for college graduation and life success. I strongly believe that we need Aurum Preparatory Academy to bring these opportunities to the families and to the students of the East Oakland community. Again, my vision and alignment with Aurum Preparatory Academy's is not solely in that it will help students to access college but that it will also help our students to learn the foundations of entrepreneurship and financial literacy. These are skills that our community need, and I am confident that David and his team can successfully accommodate.

Aurum Preparatory Academy promises to provide the long needed continuum between that promise seen in Head Start students and rediscovered by the current generation of community college students.

I support the leadership of proposed Executive Director David Hardin. Recognized as one of the best and brightest of his generation, he was recruited upon his graduation to serve as a participant in the Teach for America program. Since that time, he has repeatedly risen to the top, demonstrating his abilities as educator, entrepreneur and leader. His commitment to creating and sustaining an exceptional college preparatory middle-high school for the community is evident. He shared with me the vision for the school, and I am impressed by both his passion and his experience in urban education, as well as his reputation in the community as an emerging leader.

Again, I would like to extend my support and recommendation for Aurum Preparatory Academy. The East Oakland Community is in need of a school that brings both rigorous academic standards and extensive levels of support to allow our students to achieve at high levels. It is my great hope and desire that the school should be granted a charter and be opened as soon as possible. If you have any questions or concerns, do not hesitate to contact me.

Sincerely,

Bishop Bob Jackson



**LEVEL PLAYING FIELD
INSTITUTE**

July 15, 2016

To the Oakland Unified Schools Board of Education,

I am writing this letter in strong support of Aurum Preparatory Academy, a proposed 6-12 college preparatory Middle-High School for the East Oakland community.

I am a long time resident of the Bay Area who's mother taught in OUSD for over 35 years. I also am the Chief Executive Officer of the Level Playing Field Institute (LPFI) an Oakland based non-profit that has prepared hundreds of students to enter college and succeed in Science Technology Engineering and Math (STEM) Disciplines. LPFI has been integrated in the Oakland community for years and has been a leader in providing high quality STEM education for OUSD students and has built strong relationships with OUSD schools and families. While we have done much to address the needs of this community we recognize the realities of a trans-generational culture of poverty, and equipped me with an awareness of the challenges as well as the possibilities faced by children and families growing up in the area. It has also given me a clear vision into the educational gaps in the community – gaps that a program like Aurum Preparatory Academy seems ideally suited to fill.

The mission of Aurum Preparatory Academy is to equip all students in grades six through twelve with the academic skills, content knowledge, and ethical character required for college graduation and life success. I strongly believe that we need Aurum Preparatory Academy to bring these opportunities to the families and to the students of the East Oakland community. Again, my vision and alignment with Aurum Preparatory Academy's is not solely in that it will help students to access college but that it will also help our students to learn the foundations of entrepreneurship and financial literacy. These are skills that our community need and one that David and his team can deliver on.

Aurum Preparatory Academy promises to provide students with a quality education at the middle and high school level. We believe this is key as study show that strong performance in these grade levels correlate with income and social mobility later on in life.

I also support the leadership of proposed Executive Director David Hardin. Recognized as one of the best and brightest of his generation, he was recruited upon his graduation to serve as a teacher and leader in the classroom receiving multiple awards. Since that time, he has repeatedly risen to the top, demonstrating his abilities as educator, entrepreneur and leader. His commitment to creating and sustaining an exceptional college preparatory middle-high school for the community is evident. He shared with me the vision for the school, and I am impressed by both his passion and his experience in urban education, as well as his reputation in the community as an emerging leader.



LEVEL PLAYING FIELD
INSTITUTE

Again, I would like to extend my support and recommendation for Aurum Preparatory Academy. The East Oakland Community is in need of a school that brings both rigorous academic standards and extensive levels of support to allow our students to achieve at high levels. It is my great hope and desire that the school should be granted a charter and be opened as soon as possible. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Eli Kennedy
Chief Executive Officer
Level Playing Field Institute

March 3, 2016

Oakland Unified School District
1000 Broadway Suite 680
Oakland, CA 94607

To the Oakland Unified Schools Board of Education,

I am writing this letter in strong support of Aurum Preparatory Academy, a proposed 6th – 12th grade college preparatory school in the East Oakland community.

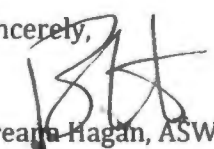
The mission of Aurum Preparatory Academy is to equip all students in grades six through twelve with the academic skills, content knowledge, and ethical character required for college graduation and life success. I strongly believe that we need Aurum Preparatory Academy to bring these opportunities to the families and to the students of the East Oakland community.

As, a community based mental health clinician, I provide services to families with youth involved in the Juvenile Justice System. The majority of families I encounter reside in East Oakland and have children who are enrolled in middle and high schools within the greater Oakland Unified School District. Part of my role is to improve community and family partnerships in order to address environment, behavioral and socio-emotional barriers to academic success. It is my belief that a school like Aurum Preparatory Academy will serve as an empowering community presence in East Oakland by exposing students and families in the surrounding neighborhoods to college preparatory resources and will support the district's efforts in enhancing the pipeline to higher education.

I am an ardent believer that education empowers individuals, strengthens families and increases a city's quality of life. The rapid growth that Oakland is experiencing is remarkable and full of potential. For that potential to truly prosper, we must look at all avenues to educate our students in the best way possible. To that end, Aurum Preparatory Academy would be a welcomed addition to the East Oakland community.

Again, I would like to extend my support and recommendation for Aurum Preparatory Academy. The East Oakland community is in need of a school that brings both rigorous academic standards and extensive levels of support to allow all students to achieve at high levels. It is my great hope and desire that the school should be granted a charter.

Sincerely,



Breanna Hagan, ASW
MST Clinician
Seneca Family of Agencies

March 2, 2016

To the Oakland Unified Schools Board of Education:

I am writing this letter as an individual community member in strong support of Aurum Preparatory Academy, a proposed 6th – 12th grade college preparatory school in the East Oakland community.

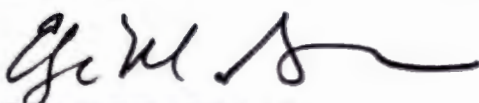
The mission of Aurum Preparatory Academy is to equip all students in grades six through twelve with the academic skills, content knowledge, and ethical character required for college graduation and life success. I strongly believe that we need Aurum Preparatory Academy to bring these opportunities to the families and to the students of the East Oakland community.

As someone who lives in East Oakland and works in downtown Oakland, I am committed to ensuring that all of our young people, especially those residing in East Oakland, have access to excellent educational opportunities. Research clearly demonstrates the strong link between strong education, better health, more job opportunities and more and better life chances. Having served on the Ora Lee Brown Foundation board of directors and many advisory boards for Kaiser Permanente's community health initiatives, community benefit and evaluations, I have learned that one of the best ways of ensuring that our young people thrive is to strengthen the quality of their educational foundation.

I am an ardent believer that education empowers individuals, strengthens families and increases a city's quality of life. Aurum Preparatory Academy is a free, open-enrollment, college-preparatory public charter school that would positively impact our city's quality of life. To that end, Aurum Preparatory Academy would be a welcomed and much needed addition to the East Oakland community. It would add more education resources and choice to the overburdened schools in our community.

Again, I would like to extend my support and recommendation, as an individual East Oakland community member, for Aurum Preparatory Academy. The East Oakland community is in need of a school that brings both rigorous academic standards and extensive levels of support to allow all students to achieve at high levels. It is my great hope and desire that the school should be granted a charter.

Sincerely,



Elize Brown, DrPH J.D.
Managing Director
Kaiser Permanente
Division of Research
2000 Broadway, 1st Floor
Oakland, CA 94612
(510) 891-3833
elize.brown@kp.org

April 14, 2016

To The Oakland Unified Schools Board of Education:

I am writing this letter of support for the proposed 6-12 East Oakland charter school, Aurum Preparatory Academy.

I am a long-term resident of the city of Oakland and first generation American, a local emergency physician, and a product of Oakland public schools. I am also a father who is trying to navigate the current educational landscape in Oakland for my own daughter and finding few options that can truly meet her holistic needs.

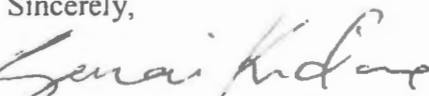
Although I am mostly proud of the education I received in Oakland, it was not until I faced the rigors of my college program and struggling through several semesters trying to catch up to my peers, that I realized I was not adequately prepared to meet the challenges of a university curriculum. While we could debate what was missing and how my public, primary education could have been improved, what I have learned through my own experience and having working with hundreds of students over the years is that there is no one-size-fits-all model for education. Students learn through a diverse array development styles, class sizes, and delivery models. I feel we can best serve Oakland students and parents by diversifying their options so they can make the best decisions to suit the individual needs of their children.

Aurum proposes a unique educational experience focused on academic rigor and strong character development, the foundations needed for success in college and beyond. It also endeavors to maintain low student: teacher ratios, a diverse student body, and a similarly diverse faculty - providing the representation and inclusivity that I feel is a necessary ingredient for empowerment and confidence building, particularly for students of color and those from more disadvantaged backgrounds. Understanding that engagement and outreach are the cornerstones of successful community partnership, the school has been mobilizing its network, actively pursuing allies, and already has the support of several key community members in East Oakland – a testament to the work ethic and community-centered philosophy of Aurum's visionary founder and leader, David Hardin.

Introduced through mutual friends who are as equally concerned about the welfare of the City of Oakland, I have personally met with David several times. An experienced, award winning educator, he is bright, passionate, sincere in his desire to engage the community, and steer East Oakland students to success. I have no doubts in his ability to lead a successful charter school in Oakland! Understanding that charter school success is often incumbent on strong, focused leadership and commitment, I am equally confident in David's desire to stay in this community and lead Aurum beyond its initial years.

I hope you are as excited as I am about this opportunity that has presented itself for Oakland students and parents. If you should have any further questions about my endorsement, please do not hesitate to contact me directly.

Sincerely,



Senai Kidane, M.D.

(734)330-4197

DVC

DIABLO VALLEY COLLEGE

Wednesday, February 26, 2016

To the Oakland Unified Schools Board of Education,

I am writing this letter in strong support of Aurum Preparatory Academy, a proposed 6-12 college preparatory Middle-High School for the East Oakland community.

I am a faculty member in the English Department of Diablo Valley College (DVC). DVC is one of four colleges that make up the Contra Costa Community College District, which serves a number of students from the Oakland Unified School District. I have eleven years of teaching experience at the college level and fourteen years total in teaching experience more widely. For the past four years, I have been teaching at DVC within the English department and have focused extensively on helping developmental students—those students who assess at below college level classes in English and Math. I also work and teach in the Umoja Program on campus. Umoja serves African and African American students by providing community based classes and resources specific to the program. Both my work with developmental students and my work within Umoja has taught me the value of connecting accessible, high quality educational opportunities with strong community practices. I believe Aurum Preparatory Academy can provide a similar connective link in 6-12 education and the wider Oakland community.

The mission of Aurum Preparatory Academy is to equip all students in grades six through twelve with the academic skills, content knowledge, and ethical character required for college graduation and life success. I know that Aurum Preparatory Academy is committed to connecting these practices to the already existing community networks of East Oakland. Aurum Academy promises to provide important resources to the community and become a center for educational success.

I also support the leadership of proposed Head of School David Hardin. Recognized as one of the best and brightest of his generation, he was recruited upon his graduation to serve as a participant in the Teach for America program. Since that time, he has repeatedly risen to the top, demonstrating his abilities as educator, entrepreneur and leader. His commitment to creating and sustaining an exceptional college preparatory middle-high school for the community is evident. He shared with me the vision for the school, and I am impressed by both his passion and his experience in urban education, as well as his reputation in the community as an emerging leader.

Again, I would like to extend my support and recommendation for Aurum Preparatory Academy. The East Oakland Community is in need of a school that brings both high academic standards and extensive community based practices. It is my great hope and desire that the school should be granted a charter and be opened as soon as possible. If you have any questions or concerns, please do not hesitate to contact me,

Sincerely,

Anne Kingsley, Ph.D.

Associate Professor of English



July 15, 2016

To the Oakland Unified School Board,

I am writing this letter in strong support of Aurum Preparatory Academy, a proposed 6-12 college preparatory Middle-High School for the East Oakland community.

As a member of the Oakland community, local business owner, and early childhood educator I strongly endorse Aurum Preparatory Academy. The mission of Aurum Preparatory Academy is to equip all students in grades six through twelve with the academic skills, content knowledge, and moral character needed to be successful in college and in life.

The Oakland community is in need of more schools that bring both rigorous academic standards and extensive levels of support to allow all students to reach their full potential. I strongly believe that we need Aurum Preparatory Academy to bring these opportunities to the families and to the students of Oakland.

Sincerely,

Vicky Braxton
Owner/Director, Cultivating Kids

phone: 510.891.1438
email: vbraxton5@gmail.com



April 7, 2016

To Whom It May Concern:

I am writing this letter in strong support of Aurum Preparatory Academy, a proposed 6-12 college preparatory Middle-High School for the East Oakland community.

As a filmmaker most known for the film HOOP DREAMS, I have actually been involved in nurturing the well-being of young people for about 20 years. Research and experience have led me to understand that healthy rites of passage (initiation) and mentorship are both essential for young people to reach full maturity and fully assume their places of leadership in the world. I founded an organization called Youth Passageways to support all the youth mentoring and rite of passage organizations worldwide. I have also commissioned curricula and toolkits on this subject matter for high schools and many other institutions. We give them away from our company website, along with the short film RITES OF PASSAGE: MENTORING THE FUTURE articulating the depth of this need. I only hope that some of the work we have done will be of practical use to Aurum Preparatory Academy as they work to incorporate character and emotional development into their curriculum.

To equip all students in grades six through twelve with the academic skills, content knowledge, and ethical character required for college graduation and life success is a necessity. I'm delighted that Aurum Preparatory Academy will bring these opportunities to the families and students of the East Oakland community. We are in deep alignment with their mission.

I also support the leadership of proposed Executive Director David Hardin. He shared with me his vision for the school, and I am impressed by both his passion and his experience in urban education, as well as his reputation in the community as an emerging leader.

Again, I would like to extend my support and recommendation for Aurum Preparatory Academy. The East Oakland Community is in need of a school that brings both rigorous academic standards and extensive levels of support to allow all students to achieve at high levels. It is my great hope and desire that the school should be granted a charter and be opened as soon as possible. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Frederick Marx
Director



Peralta Community College District

333 East Eighth Street • Oakland, California 94606 • (510) 466-7200

3/3/2016

Matthew Jones
Office of International Education, Peralta Colleges
333 E. 8th Street
Oakland, CA 94606

To the Oakland Unified Schools Board of Education,

I am writing this letter in strong support of Aurum Preparatory Academy, a proposed 6th - 12th grade college preparatory school in the East Oakland community.

The mission of Aurum Preparatory Academy is to equip all students in grades six through twelve with the academic skills, content knowledge, and ethical character required for college graduation and life success. I strongly believe that we need Aurum Preparatory Academy to bring these opportunities to the families and to the students of the East Oakland community.

As, an Academic Counselor, I understand that education transforms lives and equips students to effect change on their community. The Aurum Preparatory Academy will prepare students for the challenges and requirements of higher education which will ultimately and directly benefit the East Oakland community.

I am an ardent believer that education empowers individuals, strengthens families and increases a city's quality of life. Aurum Preparatory Academy is a free, open-enrollment, college-preparatory public charter school that would positively impact our city's quality of life. To that end, Aurum Preparatory Academy would be a welcomed and much needed addition to the East Oakland community.

Again, I would like to extend my support and recommendation for Aurum Preparatory Academy. The East Oakland community is in need of a school that brings both rigorous academic standards and extensive levels of support to allow all students to achieve at high levels. It is my great hope and desire that the school should be granted a charter.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew Jones".

Matthew Jones, MS Clinical Psychology
International Student Specialist
Peralta Community College District



EDWARD NATHAN PAGE

106 Sheridan Road
Oakland, California 94618
T 510.810.1224
F 501.729.2715
enp@alum.mit.edu

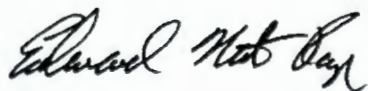
To the Oakland Unified School Board,

As a 24 year Oakland resident, I whole heartedly endorse Aurum Preparatory Academy. The mission of Aurum Preparatory Academy is to equip all students in grades six through twelve with the academic skills, content knowledge, and moral character needed to be successful in college and in life.

In my professional life as President of Ascension Insurance (the country's 45th largest insurance brokerage), I see lots of potential opportunities that are available for our youth, but they are often ill-prepared to secure these opportunities. As the Board Chair of Flourish Agenda (formerly Leadership Excellence), I have also seen first-hand some of the significant issues that our youth struggle with. I firmly believe that this can be greatly improved by more schools that bring both rigorous academic standards and extensive levels of support to help all students reach their full potential. I strongly believe that Aurum Preparatory Academy can bring these opportunities to the families and students of Oakland.

Please feel to contact me directly if I can answer questions or provide any further support or assistance.

Sincerely,



Edward Nathan Page

Sarah Bharier, Psy.D.
Licensed Clinical Psychologist
License # PSY26083
5332 College Avenue, Suite 204
Oakland, CA
(510) 853-4271

February 26, 2016

To the Oakland Unified School District Office of Charter Schools,

I am writing this letter in strong support of Aurum Preparatory Academy, a proposed 6th-12th grade college preparatory school in the East Oakland community.

The mission of Aurum Preparatory Academy is to equip all students in grades six through twelve with the academic skills, content knowledge, and ethical character required for college graduation and life success. I strongly believe that we need Aurum Preparatory Academy to bring these opportunities to the families and to the students of the East Oakland community.

As a licensed clinical psychologist that has worked with the population of East Oakland as both a therapist and as an assessor, I have been keenly aware of the areas of support that the children and families in this community continue to need. Among the more prominent needs are those related to schools. From my experience, many of the families in Oakland face multisystemic stressors compounded by pervasive economic hardship and limited access to resources. I have worked with many children that suffer from complex developmental trauma as a result of these compounded stressors. Not only does their mental health suffer but so does their ability to actively engage in the academic setting. As a result, there is a limited pathway through which these families can step out of these stressors for future generations. For youth in these communities, one of the biggest source of resiliency that they can develop is through engagement in a strong and supportive academic environment. Yet, I have seen how limited the resources are in these communities and how overwhelmed schools often are in trying to meet the high level of need.

In my work, I have been made aware of research that suggests that the best way to raise the academic achievements of children in communities such as East Oakland is to raise the level of expectations and academic demand on these youth. Children are resilient individuals and when the expectation is that they are capable and intelligent, then they are more likely to meet that expectation. I have also worked with children whose insight and intellect is astounding, yet they are not able to enroll in schools that are able to capitalize

on those strengths given where they live. This has been a source of frustration for both youth and their caregivers.

I am firm in my belief that having a school like Aurum Preparatory Academy, a free, open-enrollment, college-preparatory public charter school, would positively impact our city's quality of life. To that end, Aurum Preparatory Academy would be a welcomed and much needed addition to the East Oakland community. It would add more education resources and choice to the overburdened schools in our community.

Again, I would like to extend my support and recommendation for Aurum Preparatory Academy. The East Oakland community is in need of a school that brings both rigorous academic standards and extensive levels of support to allow all students to achieve at high levels. It is my great hope and desire that the school should be granted a charter.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Bharier' with a stylized flourish at the end.

Sarah Bharier, Psy.D

Licensed Clinical Psychologist, Assessment Specialist, and Clinical Supervisor

Westcoast Children's Clinic

Alameda Family Services

Oakland-based Private Practice

Tuesday, April 12, 2016

To the Oakland Unified Schools Board of Education,

I am writing this letter in strong support of Aurum Preparatory Academy, a proposed 6-12 college preparatory Middle-High School for the East Oakland community.

I have worked for social impact organizations serving Oakland youth since 2000. During that time I learned that education is absolutely vital to provide a successful future for our community. I was excited to learn about Aurum Preparatory Academy and their vision and commitment to provide East Oakland with top notch school, that had high expectations for their students and helped them meet and exceed those expectations.

The mission of Aurum Preparatory Academy is to equip all students in grades six through twelve with the academic skills, content knowledge, and ethical character required for college graduation and life success. I strongly believe that we need Aurum Preparatory Academy to bring these opportunities to the families and to the students of the East Oakland community.

I also support the leadership of proposed Executive Director David Hardin. Recognized as one of the best and brightest of his generation, he was recruited upon his graduation to serve as a participant in the Teach for America program. Since that time, he has repeatedly risen to the top, demonstrating his abilities as educator, entrepreneur and leader. His commitment to creating and sustaining an exceptional college preparatory middle-high school for the community is evident. He shared with me the vision for the school, and I am impressed by both his passion and his experience in urban education, as well as his reputation in the community as an emerging leader.

Again, I would like to extend my support and recommendation for Aurum Preparatory Academy. The East Oakland Community is in need of a school that brings both rigorous academic standards and extensive levels of support to allow all students to achieve at high levels. It is my great hope and desire that the school should be granted a charter and be opened as soon as possible. If you have any questions or concerns, please do not hesitate to contact me,

Sincerely,

A handwritten signature in black ink, appearing to read 'Odiaka Gonzalez', with a long horizontal line extending to the right.

Odiaka Gonzalez

July 26, 2016

To the Oakland Unified School Board,

As a long time Oakland resident and parent of three school-aged girls, I strongly support the opening of Aurum Preparatory Academy. The mission of Aurum Preparatory Academy is to equip all students in grades six through twelve with the academic skills, content knowledge, and moral character needed to be successful in college and in life. As graduates of California public schools, my wife and I are strong supporters of public education, and we lament the sad state of public and charter high school options for Oakland students. The situation is so poor that we have elected to send our high schooler to a private school at great personal cost, which also denies her the opportunity for diversity and community awareness that a taxpayer supported Oakland school would provide.

The Oakland community is in need of more schools that bring both rigorous academic standards and extensive levels of support to allow all students to reach their full potential. I have great confidence in the leadership of Aurum Preparatory Academy and hope that the school will become a leading beacon of educational potential in the East Bay. In short, Oakland deserves a school like Aurum Preparatory Academy.

For further endorsement or information, please do not hesitate to contact me at warren@mazergroup.com

Sincerely,

A handwritten signature in dark ink, appearing to read "Warren Mazer", written over the printed name.

Warren Mazer

SVP, Chief Financial Officer

Aerion Corporation

email: warren@mazergroup.com

Appendix O– Community Petition Signatures



Aurum Preparatory Community Petition

As a member of the East Oakland community, which Aurum Preparatory Academy intends to primarily serve, I am signing this petition to affirm that I have read Aurum Prep's mission; there is a need for this school in our community; and I would like to see Aurum Preparatory Academy open as a free, public, charter school in the fall of 2017.

Como miembro del este de Oaklanda comunidad que Aurum Preparatory Academy tiene la intencion de servir principalmente, estoy firmando esta petición para afirmar que he leído la misión de Aurum Prep; hay una necesidad para este escuela en nuestra comunidad; y me gustaría ver Aurum Preparatory Academy abierta como una escuela publica gratuita en el otoño de 2017

[illegible]



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[illegible]



Aurum Preparatory Academy
A Quality Education Is a Better Opportunity

Aurum Preparatory Community Petition

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Name (please print) / Nombre	Zip Code / Codigo	Email / Correo Electronico	Phone / Telefono	Current grade of student? Grado actual de estudiante?	Would I be inclined to send my children to Aurum Prep? Me inclinaria a enviar a mis	Signature / Firma
David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	
RENEE HENDERSON	94590	renee.henderson@yahoo.com	(510) 477-6442	My kids are	yes now	Renee Henderson
Stefan Mitchell	94605	stefanmitch@gmail.com	(510) 303-9443	9	Yes	Stefan Mitchell
CARL MICHEL	06851	YOUNGEXECUTIVE@GMAIL.COM	203 564 0393			Carl Michel
ELIAS PARTEE	94603	eliaspartee@yahoo.com	510-325-6095			Elias Partee
Von Segerberg	94706	vsgerberg@comcast.net	510-776-1172	Masters degree	N/A	Von Segerberg
VALARIE YOUNG	94601		510-292-6613			Valarie Young
Jenni Shee Gray	95838	Jenishia.Farry@yahoo.com	916 549 3603			Jenni Shee Gray
Carmen Jones	94805	Carmen.jones1@gmail.com	415 385-7018	6 th grade	yes	Carmen Jones
Patrick Chwst	94605	Patrick_C94605@yahoo.com	510 430-9476			Patrick Chwst
Ambrosy Hicks	94608	Kiritox0588@gmail.com	510 450 9176			Ambrosy Hicks
Elizabeth White	94609	P.O. BOX 3552	510-689-7471			Elizabeth White
Sherry Vance	94541	SVANCE9322@AOL.COM	510 812-1560	6 th , 7 th	yes	Sherry Vance



Aurum Preparatory Academy
A Quality Education Is a Opportunity

Aurum Preparatory Community Petition

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	
MARGARET CARNEY 94605		MCARNEY56@AOL	510 688 5048	8th	?	Margaret Carney
Michelle July 19607		willisaypohs@gmail.com	(310) 832-2777	12th	✓	Michelle July
willisaypohs 94602			(50) 866-1122	12th		willisaypohs
Catrina Simon 95820		chrisaymyfirst@gmail.com	510) 329-8190	4th	Yes	Catrina Simon
Chn's Gandy 94117		CRCRC23@sbglobal.net	(415) 994-3121		Yes	Chn's Gandy
Mark Burke 94531		ANOTHERLEVER@MSN.COM	(925) 628-8042		Yes	Mark Burke
Antionette Martin 94601		antsbiz@aatt.net	510.717.4482			Antionette Martin
JOANNE ADAMS 94603		sledkadam3@yahoo.com	(510) 633-7640	10	Yes	Joanne Adams
ALFRED ADAMS 94603		sledkadam3@yahoo.com	(510) 633-7640	10	Yes	Alfred Adams
Rosalind Matthews 94601		rosalindmatthewskids@yahoo.com	(510) 866-3977		yes	Rosalind Matthews



Aurum Preparatory Academy
A Quality Education Is a Real Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	
Rachel Campbell	94602	rcuthman@yahoo.com	(510) 432-5610	MA.Ed	Yes	<i>RC</i>
Charlene Stewart	94602		(510) 482-5538	NA	NA	<i>Charlene Stewart</i>
HEIDI STEWART	94602		" " "	N/A	N/A	<i>Heidi Stewart</i>
JUNE RICE	94518	june.rice@ym.com	(510) 228-5802	N/A	N/A	<i>June Rice</i>
TINEYA MALVERN	94610	tineyam@yahoo.com	(510) 568-7592	N/A	N/A	<i>Tineya Malvern</i>
Gloria Tony	94603		(510) 568-7592	—	N/A	<i>Gloria Tony</i>
Tonua Telly	94603	tonua.telly@gmail.com	(510) 568-7592	4th	Yes	<i>Tonua Telly</i>
Lajc Johnson	94579	lajcled@icloud.com	(510) 753-3447	4th	Yes	<i>Lajc Johnson</i>
LaShanda Campbell	94621	LaShanda.Campbell@gmail.com	(510) 635-5527	Pre K, 8th	Yes	<i>LaShanda Campbell</i>
Denise Malone	94621	Denise.Malone.DM@gmail.com	(510) 472-5191	Pre K	Yes	<i>Denise Malone</i>



Aurum Preparatory Academy
A Quality Education is a ... Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	
Khia Payne	94608	khiaPayne@yahoo.com	510-914-4443		Yes	
Cornelius Davis	94603	cornelius@yahoo.com	510-914-0672		Yes	
STEVEN BLAKE	94605	STEVENBLAKE@GMAIL.COM	510 228-5343			
Jennifer Jackson	94601	jenniferj2@yahoo.com	510.522 2443	N/A	N/A	Jennifer Jackson
LEIGHNE WELLS	94605	WELLSLEIGHNE@GMAIL.COM	510.553-0590	10th	YES	
AUDREY BELL	94601	AUDREYBELL@GMAIL.COM	510 533 3191	3rd	yes	Audrey Bell
Danny Washington	94621		310 633-2882			
Lori Allen	94542	loriallen3606@yahoo.com	510-812-5773		Yes	
Lisa Hill	94603	lisa hills1969@gmail	510-355-7983	N/A	yes	
Benicia Cobb	94619	beelove7@yahoo.com			yes	
Shirley Waters	94605	msshirleywaters@gmail	(510) 206-3644	3rd		Shirley Waters
Joy Vickers	95209	joy.vickers@csueastbay.edu	(510) 579-0321	N/A	Yes if approved	Joy Vickers
Deborah Castillo	94602	DeborahCastillo@att.net	(510) 378-1086	4th Grade	YES	D. Castillo
Kenneth Bay	94619	"	510-586-6066		Yes	Kenneth Bay
husallah	94605	"	"			



Aurum Preparatory Academy
A Quality Education is a Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	
Michelle Jurgens		Michelle.Jurgens@gmail.com	(650) 730-7083			
Ken Borker	94544	kenbii@skcglobal.net	510 278 9733			
Martins Ewere	94621	martins ewere@gmail.com	510-361-9074			
Donna C	466		825 458 3042			
Leroy John	94621	leroy.john320@gmail.com	510-958-0000			
Gwen Agon	94577	lunagwen@skcglobal.net	510-562-2377			
DONALD REED	94602	don4reed@gmail.com	510 904-8845			
Muelita						
Charlotte Webb	94578	NOC	510-712-6330			
Titania Blake	94603	titaniae.blake@gmail.com	510 386 4782	9th	Yes	
Connie Catkins	94501	Conniedaniel@yahoo.com	510-422-1947			
DAVID COOK	94612	DVDEK@icloud	415-580-7645			
ANN NCEY MARKUM	94546	chabakay@yahoo.com				
Willie Booker	94603		510-830-6105		yes	
Phyllis London	94608	pdlo4@att.net	510 601-5633	-	(yes)	



Aurum Preparatory Academy
A Quality Education is a ... Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	
Nicole White	94605	nikkwhiteproduction@yahoo.com	510 587-5492	10 th	Yes	
Krystal Bral	94544	krystal.dannb@gmail.com	510 579-0723	7 th	yes	
Destiny AKINS	94585	destinyakins@gmail.com	510-943-2044	11 th	✓	
Vincenti YAGAZIE	94610	yagazievincent@gmail.com	510 493-6007	3 rd		
Ronald John	94621		510 485-1669			
Ronald Gadhay	94577	Ronald3k@sbcglobal.net				
Deborah Boykin	94605	deborah-boykin03@gmail.com	510 294-9535			
Genes Adams	94542	genes.adams@att.net	510 329-3552	2 th	Yes	
Senaah Adams	94621	Snaalock-foundation@gmail.com	510-689-4116		Clientes	
Taylor Estrada	94621	Rafa-Estrada031@yahoo.com	510-290-3004	Kindergarten		
Wivvse Gilton	94702		510-355-4030			
Tislana Gilton	94703	Tymail24@gmail.com		Tenth	YES	
Alicia Mann	94806		510 478-5371	NA	yes	
Deborah Bailey	94124	eld2ggc@gmail.com	(415) 341-6812	7 th	yes	
Wallis Smith	94601	Wallis50@yahoo.com	(510) 978 1428		yes	



Aurum Preparatory Academy
A Quality Education is a Lifelong Opportunity

Aurum Preparatory Community Petition

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	
Rob Jackson	94804	robjackson4472@gmail.com	(510) 575-8997	Gr 2 nd	more info - ??	
Amanda Seyura	94553	amandaseyura@yahoo			1'	
GORDON R	94605	610005159@gmail.com	510-401-4370	6 th	yes	
Barbara	94602	smcclanessn@att.net				
Sandra Blakerex	94603	pastorSandra@gmail.com	510-938-9272	7 th	yes	
Jabari Murphy	94621	jabari.murphy@yahoo.com	415264-6285	8 th	yes	
Joyce Pressley	94611	JoycePressley@comcast	510-410-7187	3 rd	YES	
TORIE REE	94605	erie2000@yahoo	(510) 692-04	NO	—	
Iesha James	94621	iesha.james2012@gmail	510-239-8324	1, 3, 5 th		
Regina Sanders	94603	Lvrare@gmail.com	5109154271	4 th	YES	
Mildred Kelly	94605		510-635-3768	4 th	yes	
Marchant Layne	94607	MarchantLayne@yahoo.com				
Darrie Gbotoe		dgbotoe84@gmail	510 3948551		yes	
Michael Adams	94523	michael.adams2014@gmail.com	510-282-5973	(math teacher)	no	
LAURICE BOSS	94621	LBOSS66@aol.com	510-282-1374		N/A	



Aurum Preparatory Academy
A Quality Education Is A Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	
Tiana Carnegie	94602	Tiana Carnegie	910-325-3422	—	—	
Antonia Brown	94619	ahdalan_b@hotmail.com	510-234-3280	—	—	
Tanisha Hendrix	94578	anishaday@yahoo.com	310 875 4936	6/7	Yes	
Laurie Williams	94544	lwilliams@e-arc.com	925 783 1479	—	No child	
Kirach Johnson Chloe	94603	KK578@yahoo.com	510-682-4296	7th	yes	
David Chambers	94603	davidchambers21@yahoo.com	510-569-9112	—	Yes	
Catherine Busman	94542	cgsman@stcblab.com	510 220-2685			
Cecilia Busman			510 638-1029			
Rita Combest	94608	RitaCombest@gmail.com	510 909 1185	—	yes	
Karen Fuller	94603	khu1405028@aol.com	510 632-4720			
Karen Hopper	94603	ladylk72@yahoo.com	510 978-7656	NA	NA	
Diane Guinn	94611	dianeguinn@gmail.com	(510) 410-6961			
Judy Johnson	94605	one-touch40@aol.com	510 541-5538	9th		
Pamela Price	94509	pamelaprice828@gmail.com	925-755-9631	NA		



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A Quality Education is a Opportunity

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David Hardin	94603	davidhardin@gmail.com	415-763-8974	6,7	Yes	
Sharon Hays	94541	shayshay482001@yahoo	510-582-8302			Sharon Hays
Khonda Carter	95351	RD3CARTER@yahoo.com	209 404 1896			Khonda Carter
Jack Sharp	94605	JackSharp13@gmail				Jack Sharp
Joan Stewart	94605	joane.stewart@hotmail.com	510-421-6357			Joan Stewart
Cheryl Stewart	94710	culinarydirector53@gmail.com	(510) 938-8127			Cheryl Stewart
Stephanie FORD ARVIS	94605	stephanie738@gmail	510-383-0187	2nd grade	yes	Stephanie Ford Arvis
Felicia Duncan	94605	Felicianduncan@yahoo.com	510 508 1779			Felicia Duncan
Lisa Matthews	94603	lisa.matthews@usd.org	510-909-3503			Lisa Matthews
Andrea Hunt	94544	andrea.hunt@jcds.edu	510 45-4453			Andrea Hunt
Rachel Wilcox-Hay	94605	rachelw20@gmail.com	(510) 830-7188	4th	Yes	Rachel Wilcox-Hay
Vanessa Obliga	94607	Vanessa.Obliga@gmail	(510) 674-3636			Vanessa Obliga
William Salas	94606	Will Salas	510-355-6035			William Salas
Nalle Cane	94605		510-499-0650			Nalle Cane
William Doe	94603	William.Doe26.com	510 485 6071			William Doe
Daniel Mann	94608	d.mann662@gmail	925-755-6256			Daniel Mann



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David Hardin	94603	davidddhardin@gmail.com	415-763-8974	6,7	Yes	
Karon Gage	94545	Klg828@yahoo.com	310 735-5975	2ND	Yes	Karon Gage
Shawn Luby	94541	Freeluby_46@hotmail.com	510 706 0286	3 & 5	yes	
Phyllis Woodward	94702	phylliswoodward31@gmail.com	510.684.5270		no children	Phyllis Woodward
AARON TURNER	94609	aaronturner@me.com	510 610 9995	—	—	Aaron Turner
Deuse Garte	94501	queendance1954@gmail.com	(510) 435-3701	—	—	
CHRISTINE McPAC	94577	ChristineMcPac92@gmail.com	510-372-3236	—	—	
Sharon Walker	94605	SDUAI Skills and Enrichment@gmail.com	570 467-6554			Sharon Walker
Rosa Evans	94561	rrbeaver57@yahoo.com	510 998-0770	1 & 3	—	Rosa Evans
ROSALIE DAVIS	94608	Angels distributinga vibes.com	510-621-4993	8 + 11		Rosalie Davis
Angela Davis	94609	" "	510-774-8993			
Bethany Budd	94609	Bethanybudd@gmail.com	909-502-4188	10th grade	yes	Bethany Budd
Brandon Santos	94606	Brandonsantos@gmail.com	510-563-9256	—	—	Brandon Santos
SAM Roberts	94578	Viper Agniew@kailu.com	(510) 372-6560			Sam Roberts
Lorisha Robinson	94605	Larobinson800@gmail.com	(510) 395-7848	K & 6th	—	Lorisha Robinson
Gabriel Richards	94605	Kimate21@gmail.com	(530) 965-1216	4th		Gabriel Richards



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Aurum Preparatory Community Petition

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Name (please print) / Nombre	Zip Code / Codigo	Email / Correo Electronico	Phone / Telefono	Current grade of student? Grado actual de estudiante?	Would I be inclined to send my children to Aurum Prep? Me inclinaria a enviar a mis	Signature / Firma
David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	
Danette Murray	94621	amurris28@yahoo.com	(510) 395-6028			D. Murray
Clarence	94604	clarence.wu@icloud.com	770-872-3891			
TERE MURRAY	94605	JUTHE TWO OF US@yahoo.com	510-305-3659			
Andrew Hudson	94505	drewhudson3@yahoo.com	510 6971143			
Joyce Woods	94546		510 3972261	1st	Yes	Joyce H Woods
Tontae Molden	94621	crowngang2@icloud.com	808221-3162	2nd, 1st	Yes	
Jameika	94605	bell-jameika@gmail.com	(209) 676 9550	2	yes	Jameika Bell
Marcel Dunlap	94549	MrDunlap4126@gmail.com	510-999-0959			
Senne Belete	94704	sbelete4242@ymail.com	(510) -692-6018			
ROBERT ADAMS	94542	roberta911@yahoo.com	510 689 8321	7	yes	
Kim Graves	94544		925 7643838			
Charles Hauler	94541	chuckhailer@usgs.gov		4,9	open	
Angela Allerdice	94606	gackson21@msn.com	(415) 378-7954	3rd, 8th	Yes	
Natree Burks	94531	Honeykb@msn.com	510 4593834	7th	yes	
Carah Herring	94618	clbherring@gmail.com	336.707.4255	n/a	n/a	

HBCU / Bennett College



Aurum Preparatory Academy
A Quality Education Is A Opportunity

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2016
2
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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	
William Nash	94619	WILLIAMNASH101.	(510) 730 8352			
Donnetta Gregg	94603	Greggs05@yahoo.com	(510) 246-9841	N/A		
Acacia King	94608	Kingacacia2ymail.com				
Javila Wilson	94609	javila4610@gmail.com		1st & 2nd	?	
MICHAEL BRUSARD	94806	brusard01@yahoo.com	559 554 6067			
Jaekie O	94578	jaekie01972@yahoo.com	510 830-5774	5th		
RITA COOPER	94578	RITACOOPER88@yahoo.com	(510) 305.2334		YES	
China Branch	94544	Artworkmedaent@gmail.com	510 485-3667	Girl/ Boy 3/5	YES	
Rhwarea Gandy	94117	RCRCR32@spcglobal.net	(415) 290-3070			
RALPH ESTRADA	94621		(510) 692-0748	K1		
ROY W. EVANS	94561	dean-e@spcglobal.net	(510) 435-0021		YES	
BENZEA BELL	94621	benicabell@yahoo.com	(510) 692-1188	7-9	Yes	
Janie Mitchell	94619	mitchell7301@att.net	510 535-0615	8th		
ARON ROBERSON	94610		510.684.0117	N/A	CONGRATULATIONS	
Keisha Frouwer	94509	Klaugh983(a)yahoo.com		N/A		



Aurum Preparatory Academy
A Quality Education is a ... Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	
Brenda Henderson	94605	bhenderson210@aol.com	(510) 403-2615	6	maybe	
Andrew Hazelbaker	94605	hazelbakerandrew@yahoo.com	510 944 9967			
DINA POWELL	94605	dinampowell@yahoo.com	510 384 - 3896			
Lady Clayton	94605	lady m clayton@yahoo.com	510 398-3900			
Swati Samant	94611	swatisamantn@gmail.com	415.752.0546			
Natricee Spicer	94603	natriceespicer@gmail.com	415.548.0715	N/A	N/A	
Asia White	94603	asia.white@gmail.com	510-575-8666	2nd	Maybe	
Vicki Martin	94603		(510) 316-0632	k / 3rd		
Theresa Simpkins	94603	Theresa Simpkins@gmail.com	(415) 933-1795	1st	maybe	
Ebony Lewis	94603	EbonyLewis@yahoo.com	510) 355-6276		maybe	
Mig Riley	94605	mriley@comcast.net	(510) 569-0299			



Aurum Preparatory Academy
A Quality Education Is a **GOAL** Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Margie Rubio	94605	margierubio1974@yahoo.com	510.692.0362	4 th	yes	Margie Rubio
JESSICA MYERS	94605	PRD2BAMOM@gmail.com	707.386.5417	2 nd / K	yes	Jessica Myers
Bachael Berry	94621	BachaelBerryBachael@yahoo.com	510) 972-3108	3 rd	yes	Bachael Berry
Nicole King	94601	nicolek2279@gmail.com	(510) 306-4900	4 th	yes	Nicole King
Shwara Ammons	94619	shwarammons@yahoo.com	(510) 927-6868	10 th	yes	Shwara Ammons
Jamila Saleh	94601	Jamsaleh04@gmail.com	(510) 862-5765	6	yes	Jamila Saleh
Divvione Francis	94607	divvione@yahoo.com	(510) 688-0929	8 th	yes	Divvione Francis
Monique Hollaway	94607	moniquedanae143@gmail.com	(510) 228-8134	7 th	yes	Monique Hollaway
Conie Williams	94608	ConieWilliams56@yahoo.com	510) 420-1909	3 5 6 28	NO	Conie Williams
Erica Webster	94601	Niyahmarie@gmail.com	510 356-7690	1 st	YES	Erica Webster
Pamela Clayburn	94601	pamela-clayburn@yahoo.com	(510) 525-8540	pre K	yes	Pamela Clayburn
Adonma Baid	94611	mzadonma@gmail.com	(510) 1060406	college	NO	Adonma Baid
Arthur Henry	94605	ArthurHenry1992@gmail.com	(510) 355-6316	4 th , 1 st	yes	Arthur Henry
Stephanie Bunn	94605	bunnstephanie@yahoo.com	916 412 5225	1 st , PreK	yes	Stephanie Bunn
Hayzel Ortiz	94608	HayzelOrtiz@gmail.com	510.239.8289	College	NO	Hayzel Ortiz



Aurum Preparatory Academy
A Quality Education Is a Real Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Kali Wilson	94601		510-472-3749	1-5	Yes	Kali Wilson
A/D Miller	94605	A/Milgrvira@gmail.com	925-791-1287	1-5	yes	A/D Miller
Bryon Brown	94605	—	707-590-8571	1-5	yes	Bryon Brown
Kenneth Carrethers	94605	KennethCarrethers@yahoo	510-467-7063	4-5	yes	Kenneth Carrethers
John Y. Compas	94605	—	924-7797	1-	yes	John Y. Compas
Elyahuta Case	94605	—	415-678-0644	—	—	Elyahuta Case
Mozelle Hart	9621	—	510-712-4133	—	—	Mozelle Hart
Devina Johnson	94605	dkj82gemini@gmail.com	707-450-5410	Preschool-K	Yes	Devina H. Johnson
Latosha Hart	94605	latosha.hart123@gmail.com	336-327-9326	K	yes	Latosha Hart
Andre Landone	94605	—	510-220-6283	K-2	yes	Andre Landone
Isaiah Johnson	94621	Idona1986@yahoo.com	510-586-6030	K-5	yes	Isaiah Johnson
Mkamba Ronin	94605	mpromainsid@gmail	(510) 992-9558	—	yes	Mkamba Ronin
Alan MacDaniel	94605	—	(510) 479-2872	—	—	Alan MacDaniel
Vanya Roberto	94603	AlexaRoberto@gmail	—	—	—	Vanya Roberto
Carly	94605	—	—	—	—	Carly



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[illegible]

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A Quality Education is a Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Mai n vaca	94603	maevac.24@gmail	(510) 227-4477	2,3	Yes	Maevac
Wohmi. Zele	94603	Renato110524@hotmail.com	510, 868-9109	3	Yes	Wohmi Zele
Judit Suarez	94603	- - - - -	(510) 562-1766	2-K	Yes	Judit Suarez
Laura Maximo	94603		562 43996	2-K	Yes	Laura Maximo
Rosa Gomez	94603		(510) 228 8307	1-K	Yes	Rosa Gomez
Maria Montoya	94603		(510) 239 8844	3	Yes	Maria Montoya
Eneida C	94603		(510) 470-2707	2	Yes	Eneida C.
Maria Tamaro			(510) 978-5801	Kinder	Yes	Maria Tamaro
Iliana Beltran			(510) 3954481	3-	Yes	Iliana Beltran
Jacky Garcia	94601		925-577-007	K	Yes	Jacky Garcia
Noemi Garcia	94603		(510) 228-9463	K	Yes	Noemi Garcia
Margarita G	94601		510 358 7154	1-3	Yes	Margarita G.
Katrina Hall	94603	hall-katrina12@gmail.com	510) 342-8862	K	Yes	Katrina Hall
Fatima Chasman	94603		510 686 0975	K	Yes	Fatima Chasman
Nora Portga	94603		510-228-5864	2	Yes	Nora Portga



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Aurum Preparatory Academy
A Quality Education is a Golden Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
C. Garcia	94603		(310) 688-66-25	Kinder	yes	
E/Fego Rivas	94578		510) 8307867	Kinder	yes	
Ana Gutierrez	94603		510) 500-6572	TK		
Manuel Monar	94603	alxmonar@gmail.com	510 640 6339	2nd	Yes	Manuel Monar
Torres Andrea	94603	antog19@hotmail.com	510) 8506649	3rd - K	Yes	
Edw Wilson	94605	EdCordona34@gmail.com	510) 302-7187	3rd	yes	Edw Wilson
Cecilia Galcan	94603		(510) 877 2468	3rd	yes	Cecilia Galcan
Rutillia Morde	94603	Murimorde@gmail.com	510) 712 8596	Kinder	yes	
Esther Villegas	94621	EstherVillegas19@gmail.com	510) 432-4939	TK	yes	
Glenia Vanegas	94603		510) 633 1425	TK	yes	Glenia
Yohana Perez	94605	Gersoncastaneda@gmail.com	510 875 857	K-4	Yes	Yohana Perez
Mahe Rini	94621	Tenna@hotmail.com	512 828-3733	1,5	yes	
TRINETTE TAYLOR	94621	TRINETTE-TAYLOR@msn.com	(510) 927-0446	TK	yes	



Aurum Preparatory Academy
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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Maria	94603		510 875 4926	K	Si	Maria Holt
Dely Cortez	94603		510.388.5902	K	Si	Dely Cortez
Jose Daniel Aguirre	94601		(510) 434 0702	Tk	yes	Jose
Alejandro Rios	94603		407 692-3773	2	yes	A Rios
ISIS Ayala	94603		(510) 409 2810	K	yes	ISIS
Maria Dominguez	94603					
Jasmine Black	94603	Jazzblack2@yahoo.com	(415) 978-5773	1	yes	Jasmine
Berenice	94603		510-7986493	3	Si	Berenice
Lashonne	94603	Chunahmat2@gmail	(510) 604 9687	K	yes	Lashonne
Yuri	94605	Yuri_4230@hotmail	510 467 2013	1	Si	Yuri
Michael McEniel	94501	thud216uy@yahoo.com	(785) 504-9318	1	yes	Michael McEniel
Lesiel Lomant	94603	lesielinepi3@gmail	(510) 712 4395	2	yes	Lesiel
Aurelio Peña	94603		(510) 329-1812	2	yes	Aurelio
Tavar Love	94571	Tavarlove@gmail.com	510-904-7161	Tk-1st	yes	Tavar Love
Linda Woods	94605		(510) 689-8884			Linda Woods

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Ofelia Ramirez	94603		(510) 736-9395	4 th	Si	Ofelia Ramirez
Julia Torres	94603		310 827 7273		Si	Julia Torres
Yohana Perez	94605		510 875 8571		Si	Yohana Perez
Yuridia Sanchez	94603		(510) 467 4319	3 rd	Si	Yuridia Sanchez
Lisa Lim	94605		(510) 213-1744	1		Lisa Lim
Mayra Espinoza	94601		(510) 854-6002	6,7	Si/yes	
Mayra Alvarado	94603		510 778-7800	TK, 3	yes	Mayra Alvarado
Luis Melendez	94621		(510) 378-0314	4 th	Yes	Luis Melendez
Perla Villanueva	94603		510 383-6373	K	yes	Perla Villanueva
Carlos Diaz	94605		(510) 942-1877	K	yes	Carlos Diaz
Amy Diaz	94605		510 942-1877	TK	yes	Amy Diaz
Kathy McDaniel	94605		785 408 6192	2 nd	yes	Kathy McDaniel
Gloria Garcia	94603		(510) 772-1572	4 th	yes	Gloria Garcia
Liliana Espinoza	94621		(408) 667-6681	4 th	yes	Liliana Espinoza
Arvelio Poma	94603		510 269 3472	2	yes	Arvelio Poma



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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Leticia Villaverde			510-692-3186		Si	Leticia Vi
Orlando R.	94603		510 350 6271		Si	Orlando
Ana Bertha	94603	Bety-1883@net	510-875-5870	7, 1, 9	Si	Ana Bertha Hu
Margarita Rios	94603		510 9678970		Si	Margarita Rios
Carlos Ramirez	94603		510 706 0542	7		
Adriana Ara	94603		510 1689-3474	7		Adriana Ara
Adilene Ross	94603		510 384-8728	1	Si	
Bertha Soto	94577		(510) 632-2889	7	Si	
Samuel	94603		(510) 485-6510	1st	yes	Samuel
Yousuf	94603	boodi@gmail.com	515 215 4150	15	yes	Michael Sale



Aurum Preparatory Academy
A Quality Education Is a **Real** Opportunity

Aurum Preparatory Community Petition

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Name (please print) / Nombre	Zip Code / Codigo	Email / Correo Electronico	Phone / Telefono	Current grade of student? Grado actual de estudiante?	Would I be inclined to send my children to Aurum Prep? Me inclinaria a enviar a mis	Signature / Firma
David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
C. Garcia	94603		(310) 688-66-25	Kinder	Yes	C. Garcia
El Fegor Rojas	94578		510) 8307867	Kinder	Yes	El Fegor Rojas
Ana Gutierrez	94603		510) 500-6572	TK		Ana Gutierrez
Manuel Monar	94603	alxmonar@gmail.com	510 640 6339	2nd	Yes	Manuel Monar
Torres Andrea	94603	antog19@hotmail.com	510) 8506649	3rd - K	Yes	Torres Andrea
Edwin Wilson	94605	EdCordova34@gmail.com	510) 302-7187	3rd	Yes	Edwin Wilson
Cecilia Galcan	94603		(510) 877 2468	3rd	Yes	Cecilia Galcan
Rutilia Morde	94603	Marimorde@gmail.com	510/7128596	Kinder	Yes	Rutilia Morde
Esther Villegas	94621	Esthervillegas19@gmail.com	510) 432-4939	TK	Yes	Esther Villegas
Glenda Vanegas	94603		510) 633 1425	TK	Yes	Glenda Vanegas
Yohana Perez	94605	Gersoncastaneda@gmail.com	510 875857	K-4	Yes	Yohana Perez
Mahe Rani	94621	Tema@hotmail.com	512-828-3733	1,5	Yes	Mahe Rani
TRINETTE TAYLOR	94602	TRINETTE-TAYLOR@gmail.com	(510) 927-0446	TK	Yes	Trinette Taylor



Aurum Preparatory Academy
A Quality Education is a GOLDEN Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Maria	94603		510 875 4926	K	Si	Maria Rott
Dely Cote	94603		510 388 5909	K	Si	Dely Cote
Jose Daniel Aguirre	94601		(510) 434 0702	TK	yes	Jose Aguirre
Alejandro Rios	94603		(510) 769 2373	2	yes	A Rios
ISIS Ayala	94603		(510) 409 2810	K	yes	ISIS Ayala
Maria Desir	94603					Maria Desir
Jasmine Black	94603	JasmineBlack2@gmail.com	(415) 978 5773	1	yes	Jasmine Black
Berenice	94603		510-798 6493	3	Si	Berenice
Lashonne	94603	Chunahat@gmail.com	(510) 604 4687	K	yes	Lashonne
Yuri	94605	Yuri_4230@hotmail.com	510 467 2013	1	Si	Yuri
Michael McDaniel	94501	that21guy@yahoo.com	(785) 504-9318	1	yes	Michael McDaniel
Lesiel Lomant	94603	lesielinepi@gmail.com	(510) 712-4395	2	yes	Lesiel Lomant
Aurelio Peña	94603		(510) 329-1812	2	yes	Aurelio Peña
Tavar Love	94571	TavarLove@gmail.com	510-904-7161	TK-1st	yes	Tavar Love
Linda Woods	94605		(510) 689-8884			Linda Woods

T a v o



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Aurum Preparatory Academy
A Quality Education is a Golden Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Ofelia Ramirez	94603		(510) 736-9395	4 th	Si	Ofelia Ramirez
Ulaa Torres	94603		310 827 7273		Si	Ulaa Torres
Yohana Perez	94605		510 875 8571		Si	Yohana Perez
Yuridia Sanchez	94603		(510) 467 4319	3 rd	Si	Yuridia Sanchez
Lisa Lim	94608		(818) 213-1744	1		Lisa Lim
Mayra Espinoza	94601		(510) 855-4602	6,7	Si/yes	
Mayra Alvarado	94603		510 778-7800	TK, 3	yes	Mayra Alvarado
Luis Melendez	94621		(510) 878-0314	4 th	Yes	Luis Melendez
Perla Villanueva	94603		510 383-6373	K	yes	Perla Villanueva
Carlos Diaz	94605		(510) 942 1877	K	yes	Carlos Diaz
Amy Diaz	94605		510 942 1877	TK	yes	Amy Diaz
Kathryn McDaniel	94605		785 408 6192	2 nd	yes	Kathryn McDaniel
Gloria Garcia	94603		(510) 772-1572	4 th	yes	Gloria Garcia
Liliana Espinoza	94621		(408) 667-6681	4 th	yes	Liliana Espinoza
Arvelio Pona	94603		510 269 3472	2	yes	Arvelio Pona



Aurum Preparatory Academy
A Quality Education is a RARE Opportunity

Aurum Preparatory Community Petition

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Leticia Villanueva			510-692-3186		Si	Leticia V.
Orlando R.	94603		510 350 6271		Si	Orlando
Ana Bertha	94603	Bety-1883@net	510-875-5870	7, 1, 9	Si	Ana Bertha Hu
Margaret R.	94603		510 967 8970		Si	Margaret R.
Carlos Ramirez	94603		510 706 0542	7		
Adriana Ara	94603		510 689-3474	7		Adriana Ara
Adilene Ross	94603		510 384-8728	1	Si	Adilene Ross
Bertha Soto	94577		(510) 632-2859	7	Si	Bertha Soto
Samuel	94603		(510) 485-6510	1st	yes	Samuel
Yusuf	94603	boodid@gmail.com	415 215 4150	15	yes	Yusuf



Aurum Preparatory Academy
A Quality Education is a Life Opportunity

Aurum Preparatory Community Petition

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Anthony			228-9825			Anthony
He Taylor			635-3448			He Taylor
Jaleah Winn	94603	jtwinn@hotmail.com	510-730-6985			Jaleah Winn
Wanda Brown	94602		510-730-6985			Wanda Brown
*Winn, Melvin		winn912000@yahoo	512-467-7044			Melvin
Krista Miller	94545	dkristamiller@yahoo.com	501-772-0832	N/A	Yes	Krista Miller
Katherine Theodore Jones	94684	Ktheodorejones@gmail.com	6563536205	N/A		Katherine
Carlynn Winn	94612	carincominthrive@yahoo	910.333.3449	N/A	N/A	Carlynn Winn
Joshua CARTER	94605	JCARTER02612@gmail.com	510.305.6098	N/A		Joshua
Dwita Howard	94621	Dwitaflowerd@gmail	(510)815-4709	N/A	yes	Dwita Howard



Aurum Preparatory Academy
A Quality Education is a **GOAL** Opportunity

Aurum Preparatory Sign In Sheet

Name (please print) / Nombre	Date/Fecha	Email / Correo Electronico	Phone / Telefono	Current grade of student? / Grado actual de	Direccion actual
David Hardin	2/20/2016	daviddhardin@gmail.com	415-763-8974	4 th	2424 Bancroft Avenue, Oakland, Ca, 94605
Jose Aguirre			510) 382-1739		10716 Bancroft Ave Oakland
Lanathan			510) 228-8582		
Silvia Diaz			(510) 575-1463		8629 B St. Oakland, Cal.
Ana Lucero			(510) 379-6680		402 Gramercy Pl Oakland
Patricia Douglas	6/19/16	forpatricia@gmail	(510) 776-5080	5 th	22198 Center St #400 Castro Valley 94506
John Joseph	6-19-16	Isaaxxxmon90@gmail.com	510-677-9241	N/A	1749 88 th Ave Oak Ca 94621
Renee Pater	6-19-16		510) 632-6141		1294-165 Ave Oakland
Victoria Smith	6-19-16	jodemn432@yahoo.com	510-754-7077	2 nd	3241 Galindo St Oakland 94601
Kanisha Hill	6-19-16	misskanishahill@gmail.com	510) 777-7777	2 nd	1981 Auson Ave Oakland 94621
HASSAN Karim	6/14/16	HASSANKarim34@gmail.com	510-577-2377	N/A	1677 74 th Ave Oakland
John-Paul Mackey	6/19/2016	jpgenius2751@gmail.com	(415) 504-4438	N/A	2856 Fruitvale Ave, #33, Oakland, CA 94601
Nicolia Zepeda	6/25/16	bellas@gmail.com	(510) 798-2344	6, 10	9715 Empire Rd Oakland 94603



Aurum Preparatory Academy
A Quality Education is a Lifelong Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Willetta Huggins	94621	willettaHuggins@gmail.com	510 395-3044			
Christine Jones	94621	MESVANDYCKE@gmail.com	510 467-4095			
Jerome Brooks Sr	94608	RomeWolfBrooks@gmail.com	510 944-2776			
Regina Johnson	94606	Gina Pullens cyphre.com	510-262-9371	9,12		Regina Johnson
Timolyn Collins	94603	timolyn b@gmail.com	(510) 485-6015	11		Timolyn Collins
Brenda Bohann	94601		(510) 682-0284			
Angela Brown			916 934-9438			Angela Brown
Cava Menzies	94619	cmenzies@oakart.com	510-541-8802			Cava Menzies
Gail Smith	94603		925-336-2569			
LaChelle McDaniels	94603	shellzmcDaniels@gmail.com		4th		LaChelle M. Daniels
Daniel + Mardeste	94541	DHudson993@icloud.com	(510) 479-6114	1st		
Karmen Johnson	94578	K.johnson8833@shcglobal.NET	(510) 333-5090	All grown-up	I will inform others	Karmen Johnson
Marva Hunter	94565		(510) 575-3121	college		Marva G. Hunter
JAE SWEET	95377	Joe Sweet 78@yahoo.com	809 778-2675			
Jackie Wilson	94603	Jackie Wilson135@yahoo.com	510 282-0863		Yes	Jackie Wilson



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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Quintanilla, Rosa	94605		510 329 3446		NO	Quintanilla, Rosa
Margaret	94605		510 333-2877		NO	Margaret
Jada Gilbert	94537		209 740-3732		NO	Jada Gilbert
Courtney Brown	94589		707-331-7583		NO	Courtney Brown
Claudia Brown	94589		" "		NO	Claudia Brown
Jackie Winn	94605		510-562-1564			Jackie Winn
ALLAN'S POWELL	94605		601-622-9994			ALLAN'S POWELL
Rosa Moreno	94621		(510) 830-9402			Rosa Moreno
DORIAN LAVIERE	94603		(510) 830-8253		yes	DORIAN LAVIERE
Imani Naege	94603		(510) 562-8370			Imani Naege
Renee Sacks	94603					Renee Sacks
Delores Richard	94605		510 543-4378			Delores Richard
Deborah M. May	94541		90 205 9408			Deborah M. May
Anisha Levine	94606	AnishaLevine@gmail.com	(510) 4550270		yes	Anisha Levine
Elester Shelton	94612	ElesterSheltonBagmail.com	510 978-8758			Elester Shelton



Aurum Preparatory Academy
A Quality Education is a **GOLDEN** Opportunity

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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Thai Ivery	94577	TIvery6@gmail	510-859-5826		✓	Thai Ivery
Elon Moore	95207	dozierfem203@gmail	927-927-5433			Elon Moore
Latanya Campbell	94541	bayareadivas@gmail.com	(408) 963-5784	5	✓	Latanya Campbell
Pamela Pullar	94580	chillinwithpdp@yahoo.com	510-501-5673			Pamela Pullar
Edwin Johnson	94806	erjazz2810@yahoo.com	510-262-9371			Edwin Johnson
Morgan Blackman	94605	morgaen1a@yahoo.com	510-612-9566			Morgan Blackman
Diana Craft	94605	dianacraft510@yahoo.com	510-612-9565			Diana Craft
Leisha Sisti	94610	1keymarie@yahoo.com	(415) 510-0411	3	✓	Leisha Sisti
Michelle Morgan	95207	afouchofheaven2002@yahoo	510-612-7358			Michelle Morgan
Seelika Cooper	94615	seelika1977@gmail.com	510-478-5571			Seelika Cooper
Dwana Moffett	94605	dee-moffett@yahoo.com	(510) 860-0547			Dwana Moffett
C. Simmons	94603	(2THE)AY44@gmail	510-776-2677			C. Simmons
Markeshia Thompson	94603	Markeshia@gmail.com	(510) 827-9032			Markeshia Thompson
Tim Jordan	94541	timjordan9000@yahoo.com	(650) 440-2514		✓	Tim Jordan
George Mason	94603	Gmason53@gmail	(510) 220-8206	1	✓	George Mason



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David Hardin	94603	daviddhardin@gmail.com	415-763-8974	6,7	Yes	David Hardin
Charles Blackmon	94601	MAURIONA A Comcast.net	510-533-0309	8	✓	Charles Blackmon
Tamiya Ales	94605		510-692-3368	6, 9	✓	Tamiya Ales
BEN CHAMBERS	94605		510-684-5594			BEN CHAMBERS
Ivella Braun	94611	Mosivellc.01@gmail.com	707-742-9436	5, 1		Ivella Braun
Markenisha Taylor	94603	Markenisha@gmail.com	(510) 827-3692	5 - 2	✓	Markenisha Taylor
Sheila Price	94607	PriceSheila9@gmail.com	510-250-9164	12 th	✓	Sheila Price
Sharon Robinson	94603	hayannablack@gmail.com	(510) 773-7178		✓	Sharon Robinson
Shayla Bond	94578	ShaylaBond2@yahoo.com	616-821-6616	8 th	✓	Shayla Bond
Taysha Davis	94541	tdavis10@gmail.com	510-423-2686			Taysha Davis
Dshalina Rich	94603	Dshalina@yahoo.com	510-258-9837	4 th	✓	Dshalina Rich
DeJhanee Fulcher	94534	dejohn1985@gmail.com	(510) 253-4498	8 th	✓	DeJhanee Fulcher



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[illegible]

Signatures

1. Name: Rachel Campbell Uthman on 2016-03-30 13:25:48
Comments: Very supportive of the fresh concept of this school. It is needed.

2. Name: Erin Berwick on 2016-04-01 20:41:18
Comments:

3. Name: Rachel Willis-Henry on 2016-04-02 16:43:44
Comments: I support Aurum.

4. Name: Marijane Castillo on 2016-04-03 23:44:41
Comments: I stand behind this school!

5. Name: Octavia Cole on 2016-04-03 23:50:29
Comments:

6. Name: Sylvia on 2016-04-04 00:50:00
Comments:

7. Name: Ariana Ochoa on 2016-04-04 02:43:20
Comments:

8. Name: Anne Saulovich on 2016-04-04 07:58:43
Comments:

9. Name: sharde taylor on 2016-04-04 08:51:49
Comments:

10. Name: Susan Groff on 2016-04-04 17:06:48
Comments:

11. Name: Javier on 2016-04-04 17:12:58
Comments:

12. Name: Claire Pirie on 2016-04-04 19:45:09
Comments:

13. Name: Cliff Flamer on 2016-04-04 20:50:01
Comments:

14. Name: Meisha Fogle on 2016-04-04 22:59:20

-
15. Name: Tarolyn Brown on 2016-04-07 19:30:10
Comments:
-
16. Name: Sarah Notch on 2016-04-08 22:58:40
Comments:
-
17. Name: Kimberly Nerpouni on 2016-04-11 14:42:22
Comments:
-
18. Name: Harold L Baldwin on 2016-04-11 15:07:37
Comments:
-
19. Name: Iain barclay on 2016-04-11 15:15:15
Comments:
-
20. Name: Greg Nerpouni on 2016-04-11 16:14:48
Comments: Great charter - please let me know if you need any help in making this a success.
-
21. Name: Kalah Espinoza on 2016-04-11 17:18:26
Comments:
-
22. Name: Delores Thompson on 2016-04-11 17:44:56
Comments:
-
23. Name: James Wilder on 2016-04-11 17:45:33
Comments: Yes! We need more grass roots movements like this that are taking ownership of their own schools!
-
24. Name: hedieh haghghi on 2016-04-11 18:20:31
Comments:
-
25. Name: Jessica Ince on 2016-04-11 21:12:07
Comments:
-
26. Name: Christina Mitchell-Lesser on 2016-04-11 21:29:21
Comments:
-
27. Name: Tom Drews on 2016-04-11 23:48:05
Comments:

-
28. Name: c lucia on 2016-04-12 04:36:25
Comments:
-
29. Name: Jay Harris on 2016-04-12 17:28:40
Comments:
-
30. Name: Angel Bayangos on 2016-04-13 22:52:51
Comments:
-
31. Name: Kim Hayes on 2016-04-21 20:11:30
Comments: Way to go!
-
32. Name: Sandow Birk on 2016-04-21 21:58:49
Comments:
-
33. Name: Rich Armstrong on 2016-04-21 22:03:06
Comments:
-
34. Name: Tracy Simmons on 2016-04-21 22:06:07
Comments:
-
35. Name: Julie Taylor on 2016-04-21 22:07:18
Comments: So excited for more quality education in my beloved Oakland!
-
36. Name: Mortiche Wong on 2016-04-21 22:11:37
Comments: I can't love this any more. This is precisely what Oakland youth needs.
-
37. Name: Erin McCaffrey on 2016-04-21 22:12:08
Comments:
-
38. Name: Patricia Oliveira on 2016-04-21 22:18:29
Comments:
-
39. Name: Josh Rutberg on 2016-04-21 22:25:31
Comments:
-
40. Name: Scott Hill on 2016-04-21 22:34:57
Comments:
-
41. Name: JEFF SHAW on 2016-04-21 23:04:14
Comments:

-
42. Name: Gabriella Solar on 2016-04-21 23:09:37
Comments:
-
43. Name: Matthew Palamountain on 2016-04-21 23:36:41
Comments:
-
44. Name: Jennifer LiVigni on 2016-04-21 23:37:18
Comments:
-
45. Name: Amanda Umholtz on 2016-04-21 23:43:12
Comments:
-
46. Name: Kristy Duvall on 2016-04-22 00:24:51
Comments:
-
47. Name: Nicole Chapman on 2016-04-22 02:00:09
Comments:
-
48. Name: Norm Wu on 2016-04-22 03:19:05
Comments:
-
49. Name: Frances Hochschild on 2016-04-22 04:41:33
Comments:
-
50. Name: Julia Sadler on 2016-04-22 08:12:46
Comments:
-
51. Name: Cathy Palmateer on 2016-04-22 13:31:19
Comments:
-
52. Name: Tracy Powell on 2016-04-22 13:37:22
Comments:
-
53. Name: Ed Page on 2016-04-22 16:25:28
Comments:
-
54. Name: Monica on 2016-04-23 01:37:59
Comments:
-
55. Name: Erick Odmark on 2016-04-23 03:40:36
Comments:
-

-
56. Name: Marc Waidelich on 2016-04-23 15:59:30
Comments:
-
57. Name: Jennifer on 2016-04-24 21:44:42
Comments:
-
58. Name: Kimally Samuels on 2016-04-24 23:49:13
Comments:
-
59. Name: Denise Wells on 2016-04-25 18:47:49
Comments:
-
60. Name: Joe Siedel on 2016-04-26 04:54:07
Comments:
-
61. Name: Toyna Chin on 2016-04-27 00:30:16
Comments:
-
62. Name: Melissa Forgan on 2016-04-27 00:48:17
Comments:
-
63. Name: Amy Thibodeau on 2016-04-27 00:58:40
Comments:
-
64. Name: Cheong yong on 2016-04-27 01:02:38
Comments: Best wishes for success
-
65. Name: Kishi Anderson on 2016-04-27 01:21:53
Comments:
-
66. Name: Ana La Corte on 2016-04-27 04:07:17
Comments:
-
67. Name: Tracy Powell on 2016-04-27 04:26:42
Comments:
-
68. Name: Desrene Lewis-Matthews on 2016-04-27 13:55:37
Comments: Awesome cause.....!
-
69. Name: sandy latushkina on 2016-04-27 18:13:47
Comments:

-
70. Name: Patricia Draper on 2016-04-27 21:57:57
Comments:
-
71. Name: Antoine Duong on 2016-04-29 18:02:26
Comments:
-
72. Name: Meriem Bekka on 2016-04-29 18:08:35
Comments:
-
73. Name: Melissa Rothe on 2016-04-29 20:51:45
Comments:
-
74. Name: Rachel Campbell Uthman on 2016-04-29 23:34:48
Comments:
-
75. Name: Swati Samanth on 2016-05-01 01:56:23
Comments:
-
76. Name: Natalie Lowe on 2016-05-02 16:18:20
Comments:
-
77. Name: Jay Kim on 2016-05-02 16:22:01
Comments:
-
78. Name: Yvette Greenwood-Whittaker on 2016-05-02 16:22:27
Comments: I love this! We need more and more people who are capable of doing this. Schools like this help more than just the student; they help us all.
-
79. Name: Joan Kosmachuk on 2016-05-02 16:27:49
Comments:
-
80. Name: Janeen Perez on 2016-05-02 16:30:21
Comments: Awesome and best of luck!
-
81. Name: George Franklin on 2016-05-02 16:33:21
Comments: Aurum Prep Academy sounds like it is taking public schooling to a new standard, hopefully ushering in a new era to inner-city schooling and highlighting the scholastic prowess in inner-city school children, often passed on by expensive private high prep schools, Ivy-League colleges, and top companies within 15 miles neighborhoods where these children grow up.
-

82. Name: An Tran on 2016-05-02 16:36:42
Comments:

83. Name: Chun Xu on 2016-05-02 16:37:51
Comments:

84. Name: Tasha Henneman on 2016-05-02 16:58:05
Comments:

85. Name: Felicia Meadows on 2016-05-02 17:18:56
Comments:

86. Name: Jamilah Whiteside on 2016-05-02 17:26:22
Comments:

87. Name: Erick Aleman on 2016-05-02 18:16:14
Comments:

88. Name: Michael Sweetman on 2016-05-02 19:13:57
Comments:

89. Name: Kristin Ekejiuba on 2016-05-02 19:23:41
Comments:

90. Name: Anaal Patel on 2016-05-02 19:25:11
Comments: We need a school like this in our community. I sincerely hope you support it and the children it will serve.

91. Name: Swati Samanth on 2016-05-02 20:04:34
Comments:

92. Name: Carla Franklin on 2016-05-02 23:15:34
Comments: I support this new school 100%.

93. Name: Deepa on 2016-05-02 23:32:34
Comments:

94. Name: Rachel Sims on 2016-05-03 04:17:32
Comments:

95. Name: Vijay Toke on 2016-05-03 04:32:40
Comments:

-
96. Name: Mary Olynick on 2016-05-03 05:52:03
Comments:
-
97. Name: Camella Wilson on 2016-05-03 13:15:44
Comments:
-
98. Name: Andre Beckles on 2016-05-03 15:19:56
Comments:
-
99. Name: Angel Bautista Borge on 2016-05-03 15:48:33
Comments:
-
100. Name: Tyrell Whittaker on 2016-05-03 16:17:23
Comments:
-
101. Name: Vinnie Safin on 2016-05-03 16:20:04
Comments:
-
102. Name: Chandler Blakeman on 2016-05-03 16:20:05
Comments:
-
103. Name: Timmy Heffernan on 2016-05-03 16:20:14
Comments: Do it for the kids
-
104. Name: Justin Briggs on 2016-05-03 16:20:26
Comments: None
-
105. Name: Sebastian Zevallos on 2016-05-03 16:20:30
Comments:
-
106. Name: Lawrence Perez on 2016-05-03 16:21:39
Comments: Do it for the kids !
-
107. Name: Yohanna B Weller on 2016-05-03 16:22:39
Comments:
-
108. Name: Nikkie Veyseh on 2016-05-03 16:24:47
Comments:
-
109. Name: Nancy Perez on 2016-05-03 16:25:30
Comments:
-

-
110. Name: Brenda Marin on 2016-05-03 16:28:14
Comments:
-
111. Name: Patricia Payne on 2016-05-03 16:28:15
Comments:
-
112. Name: Carlos Gamez on 2016-05-03 16:29:03
Comments:
-
113. Name: Jonny Camarillo on 2016-05-03 16:51:55
Comments: Schools everywhere
-
114. Name: David McGill on 2016-05-03 17:17:15
Comments: We have to put more emphasis on education rather than prisons.
-
115. Name: Claudia Brodeur on 2016-05-03 17:17:38
Comments:
-
116. Name: Raoul Harley on 2016-05-03 17:31:49
Comments:
-
117. Name: Jeannie Mckenzie on 2016-05-03 18:47:13
Comments:
-
118. Name: Marcel Kornacker on 2016-05-03 18:53:43
Comments:
-
119. Name: Seth bethel on 2016-05-03 19:00:51
Comments:
-
120. Name: Seth bethel on 2016-05-03 19:01:00
Comments:
-
121. Name: Francisco Gonzalez on 2016-05-03 19:22:45
Comments:
-
122. Name: Daniel Cardenas on 2016-05-03 19:28:18
Comments:
-
123. Name: Vanessa Maes on 2016-05-03 19:35:54
Comments:
-

-
124. Name: Ron Smith on 2016-05-03 20:02:07
Comments:
-
125. Name: Azlene Poole on 2016-05-03 20:13:46
Comments:
-
126. Name: Tamarra lee on 2016-05-03 20:28:45
Comments:
-
127. Name: Derrick Montelongo on 2016-05-03 20:34:20
Comments:
-
128. Name: Veronica van Leeuwaarde on 2016-05-03 20:35:37
Comments:
-
129. Name: Gabriella Blandino on 2016-05-03 20:37:16
Comments:
-
130. Name: Wesley Nild on 2016-05-03 21:25:23
Comments:
-
131. Name: Taylor Michieli on 2016-05-03 22:04:42
Comments:
-
132. Name: Stephanie Bethune on 2016-05-03 22:08:44
Comments:
-
133. Name: Latejah Whittaker on 2016-05-03 22:41:48
Comments:
-
134. Name: Dylan Olinghouse-chiang on 2016-05-03 22:59:49
Comments:
-
135. Name: Alec Conway on 2016-05-03 23:15:33
Comments:
-
136. Name: Cynthia Turano on 2016-05-03 23:51:44
Comments:
-
137. Name: John Danek on 2016-05-03 23:58:06
Comments:

-
138. Name: Antoine Coates on 2016-05-04 01:00:14
Comments:
-
139. Name: Zachary Landman on 2016-05-04 02:00:52
Comments:
-
140. Name: Cameron Porter on 2016-05-04 02:12:50
Comments:
-
141. Name: Geri Landman on 2016-05-04 03:59:11
Comments:
-
142. Name: Jasmine Fountain on 2016-05-04 05:13:45
Comments: I live in Oakland and I am looking for an excellent education for my son and I believe this school will provide it.
-
143. Name: Senait mengstab on 2016-05-04 11:31:17
Comments: Oakland resident
-
144. Name: Alissa on 2016-05-04 13:50:23
Comments:
-
145. Name: Gailen Runge on 2016-05-04 20:45:10
Comments: More charter schools means more choice to find the perfect "home" for our kids.
-
146. Name: Haley Stephenson on 2016-05-04 23:37:10
Comments:
-
147. Name: Nancy Jonathans on 2016-05-05 06:14:58
Comments:
-
148. Name: Nicolette Lewis on 2016-05-05 17:33:17
Comments: Awesome opportunity for the youth of Oakland!
-
149. Name: Brianna Wolf on 2016-05-06 01:01:14
Comments:
-
150. Name: Julyssa on 2016-05-06 06:33:36
Comments:
-

151. Name: Erick Mejorado on 2016-05-06 06:34:36
Comments:
-
152. Name: Jose Espinoza on 2016-05-06 07:23:14
Comments:
-
153. Name: Stephanie Howard on 2016-05-06 16:08:34
Comments: Looking forward to the school opening!
-
154. Name: Chris Howard on 2016-05-06 23:08:17
Comments:
-
155. Name: Jeffrey D Wilson on 2016-05-07 16:44:57
Comments:
-
156. Name: Sai Bracy on 2016-05-08 06:57:21
Comments:
-
157. Name: Michelle Williams on 2016-05-09 02:23:05
Comments:
-
158. Name: Rachel Chapple on 2016-05-09 21:45:40
Comments:
-
159. Name: Felicia Chang on 2016-05-10 12:24:26
Comments:
-
160. Name: Prachi Karnik on 2016-05-11 21:44:43
Comments:
-
161. Name: Gina Ballenger on 2016-05-15 13:52:36
Comments:
-
162. Name: Kira on 2016-05-22 23:51:28
Comments:
-
163. Name: Alexandra Caraballo on 2016-05-23 18:23:51
Comments: I support.
-
164. Name: Kathryn Brown on 2016-06-20 01:19:57
Comments:
-

165. Name: Simone Thomas on 2016-06-20 01:54:12
Comments:

166. Name: Noura Liben on 2016-06-20 01:55:10
Comments:

167. Name: Michael Pace on 2016-06-20 02:01:15
Comments:

168. Name: Alexandria Lafci on 2016-06-20 06:25:13
Comments:

169. Name: Cleon Rice on 2016-06-20 11:54:30
Comments: The structure of this school will provide wonderful opportunities for our children.

170. Name: Zachary Addy on 2016-06-20 20:13:07
Comments:

171. Name: Elizabeth Thomas on 2016-06-20 20:15:49
Comments:

172. Name: Shante Frazier on 2016-06-20 21:03:26
Comments:

173. Name: Walter Griffin on 2016-06-20 22:47:39
Comments:

174. Name: Jesse Calderon on 2016-06-20 23:32:00
Comments:

175. Name: Zignat Abdisubhan on 2016-06-21 00:59:58
Comments:

176. Name: Max Aggrey on 2016-06-21 04:58:04
Comments: Congrats Bro. David. Will forward to friends.

177. Name: Dazell Washington on 2016-06-21 05:54:32
Comments:

178. Name: Bianca on 2016-06-25 14:04:50
Comments:

179. Name: Vanessa Sifuentes on 2016-07-05 16:07:15
Comments:

180. Name: Vicki on 2016-07-06 22:07:37
Comments: Our children deserve the right to an exceptional education. We need for schools, teachers, and parents to team up and see to it that our children get the best education possible. I'm here to support in whatever capacity I can.

181. Name: Parren James on 2016-08-01 06:30:00
Comments:

182. Name: Tarolyn Brown on 2016-08-09 18:02:18
Comments:

Appendix P– Facility Profile



Tenant Profile: Aurum Preparatory Academy

Our mission is clear: Through rigorous instruction and positive character education, **Aurum Preparatory Charter School** educates all of its students in grades 6 – 8 to succeed in high school, college, and life and serve as the next generation of moral leaders.

Beginning in August 2017, we will open our doors to 132 sixth grade students, resulting in four classes of 33 students each. Within an achievement-oriented culture supported by a highly structured environment, Aurum Preparatory Academy Charter School (“Aurum Prep”) will ensure that all students build the skills, knowledge, and character required for college and professional success. By the fall of 2020, our students will be equipped with the knowledge to compete with their more affluent peers from communities and to achieve at high levels in high school in the bay area and nationally. Our graduates will carry with them the character traits informed by our FIRST values of Focus, Integrity, Respect, Self- Determination, and Team, and they will be equipped with the scholarly habits necessary to navigate their personal lives while attending college and in their careers. Our students will be prepared to capitalize on all that life has to offer.

Aurum Preparatory Academy is a member of the Building Excellent Schools network:
www.buildingexcellentschools.org.

Contact Information

David Hardin
Lead Founder, Aurum Preparatory Academy
tel:415.763.8974
dhardin@buildingexcellentschools.org.

Proposed Geographic Area

Students in deep East Oakland, specifically zip codes 94603, 94605, and 94621 will be actively recruited. Aurum Prep will serve students who reside in Oakland.



Facility Requirements

The facility must meet all local and state codes for a public school. Minimum space requirements are as follows:

Years	Sq. Ft.	Students
Year 1	11,220	132
Year 2	22,440	264
Year 3	33,660	396
Year 4	33,660	396
Year 5	33,660	396

General space requirements

- Classrooms are 750 square feet
- A multiple purpose room with 2,000 square feet
- Offices of 600 square feet
- Additional classrooms for art, music and special education

Other Requirements

- ✓ ADA accessible
- ✓ Standard commercial power and sewer water service
- ✓ Parking spaces for 25 cars
- ✓ Drop off area for buses and passenger vehicles
- ✓ Outdoor play space



Appendix Q– Resumes of Board and Executive Director

Toyna J. Chin

Resume and Qualifications

1740 Sacramento Street #4
San Francisco, CA 94109
(415) 902-3807
toynachin@gmail.com

PROFILE

Transformative Senior Marketing Executive with extensive strategic leadership in driving change and measurable business results from startups to Fortune 500 organizations in the consumer goods, technology and healthcare sectors. Recognized expert in global marketing as featured in the 2011 NY Times and Wall Street Journal's best selling branding book *Brainwashed* by Martin Lindstrom.

Core Competencies: The ability to generate new ideas and breakthroughs. The potent combination of attacking everything with energy while keeping an eye on the bottom line. A keen interest in companies where my abilities can drive highly disproportionate value.

AREAS OF EXPERTISE

<u>Planning & Strategy</u>	<u>Corporate Marketing</u>	<u>Business Development</u>
<ul style="list-style-type: none">• New Product/Market Exploration• SWOT Analysis• Market Research• Marketing Plan Development• Forecasting and P&L• Strategic Intelligence and Alliances• Website Development and Design• Integrated Planning• Resource Allocation	<ul style="list-style-type: none">• Social Media Marketing• Tradeshows and Events• Public Relations• Brand Management• Sales Tools and Support• Field Marketing• B2B, B2C, B2I, C Suite and Persona Marketing• Partner Marketing	<ul style="list-style-type: none">• Business Model Design• Knowledge Management• Proposal Management• Account Planning and Performance Monitoring• Proposition and Campaign Development• Deal Structuring/Contract Negotiations

PROFESSIONAL EXPERIENCE

VMware, San Francisco, CA.....April 2013 – current
VMware (NYSE:VMW), the industry-leading virtualization software company, empowers organizations to innovate and thrive by streamlining IT operations.

Global Sr. Marketing Manager, Education Services

- Develop marketing strategy to align to Education business strategy both globally and in the Geographies.
- Implement “modern” marketing automation processes and practices that significantly improve the efficiency and effectiveness of VMware’s demand generation activities for the Education Services business
- Determining nurture flows that will best drive revenue and grow the business unit.
- Evaluate the success and flaws in the existing marketing automation practices used.
- Oversee the current operations (processes, systems, database usage, etc.) to ensure leads continue to flow to the field organizations; managing associated vendors
- Understanding of VMware corporate marketing operations systems and processes and how they can be applied (or not) to the Education Services and Certification Programs business

Sr. Enterprise Vertical Marketing Programs Manager, Consultant (North America)

- Assisted in driving revenue for VMware’s \$140MM healthcare vertical.
- Assisted in defining VMware’s overall approach towards field marketing for Healthcare which includes redevelopment and implementation of VMware’s market position within Healthcare, development of marketing programs in support of the market position and coordination among field and corporate teams as it relates to VMware’s go-to-market activities in Healthcare.

- Understood the key business objectives of VMware and larger business/product initiatives and how those impact the approach to product placement and promotion within the healthcare vertical.
- Understood the needs of the field sales force for marketing-based demand generation and customer loyalty programs and how those requirements translate into marketing program requirements
- Assisted in synthesizing the needs of the business, field and market into a sustainable short- and mid-term approach to the healthcare segment.
- Coordinated with field resources on the rollout of corporate and field marketing programs including: segment planning, local market planning, program education, management of major events and general field launch/support

Sr. Enterprise Vertical Field Marketing Manager, Consultant (US, West)

- Proactively drove enterprise field marketing programs focused on the C-Suite, IT and Medical Practitioners in key provider and payer accounts.
- In 2H'14 drove \$11MM in Sourced Pipeline and \$12MM in Sourced Revenue exceeding targeted goals by 156% and 203% respectively.
- Ensured alignment with segment marketing objectives while executing long and short term VMware marketing strategies and initiatives in top strategic healthcare provider and payer accounts.
- Translated business and product strategies into impactful, high-touch, measurable marketing programs that created net new sales opportunities; accelerated existing sales opportunities; and enabled the direct sales team to be more productive in the top healthcare accounts.
- Drove account based marketing with the C-Suite, IT and Medical Practitioners in top tier accounts while aligning with sales teams' goals.
- Tracked program results, measured program success, and metrics via Salesforce.com, Eloqua and Compass BI.
- Developed and maintained program budgets.
- Interlocked with cross-functional teams to implement and drive strategy.

Smart Vitals Inc., San Francisco, CAJanuary 2015 – April 2015

Smart Belly Band is a prenatal wearable connected product that expectant mothers can wear at home and transmit basic vitals to their doctors. The Smart Belly band wearable will capture data via integrated sensors – utilizing non-invasive pulse oximetry skin reflectance. Streams captured data to the cloud. The cloud transmits the data via a mobile app to mom and integrates with providers EMR/EHR system through an HL7 Interface.

Founder

ReadNRhyme Inc., San Francisco, CAJanuary 2013 – December 2014

ReadNRhyme was a B-to-C education technology company positioned to be a leading creator of learning products that promoted early childhood development.

Founder

Hologic, Inc.June 2012 – June 2013

Hologic, Inc. (Nasdaq: HOLX) is a leading developer, manufacturer and supplier of premium diagnostic products, medical imaging systems, and surgical products, with an emphasis on serving the healthcare needs of women worldwide.

Sr. Global Marketing Strategist, Consultant

Hygeia Personal Care Products, Inc., San Francisco, CAJuly 2004 – June 2012

Hygeia Personal Care Products, Inc. was the first consumer product women's healthcare and education company focused on the pediatric and adolescent gynecology market specifically precocious puberty in young women.

Founder

Intuitive Surgical, Inc., Sunnyvale, CAFebruary 2002 – July 2004

Intuitive Surgical, Inc. (NASDAQ: ISRG) is the global technology leader in minimally invasive robotic-assisted surgery.

Corporate Marketing Manager

Cisco Systems, Inc. San Jose, CA.....September 2001- February 2002

Cisco (NASDAQ: CSCO) is the worldwide leader in IT that helps companies seize the opportunities of tomorrow by proving that amazing things can happen when you connect the previously unconnected.

Media and Digital Marketing Manager, Consultant (*The Network News Site*)

Palm, Inc. (*acquired by Hewlett-Packard*) **Milpitas, CA.....January 2001 - September 2001**

Palm acquired by Hewlett-Packard (NYSE:HPQ) enabled people to better manage extraordinary lives on the go. The Company delivered products that implemented technology in a truly useful way.

Enterprise Partner Marketing Manager, Consultant

Crucian Global, Inc. **Oakland, CA.....August 2000 - January 2001**

Crucian Global delivered eBusiness solutions that increased shareholder value for clients who were beneficiaries of the United States Virgin Islands economic development program. Qualifying companies could realize up to 90% reduction in the equivalent on their federal income taxes by sourcing their ecommerce digital content from an authorized data center.

Director of Marketing, Consultant

CenterBeam Inc. (*acquired by EarthLink*) **Santa Clara, CAMarch 2000 - August 2000**

CenterBeam, an EarthLink Business company, is a U.S.-based IT managed service provider (MSP) serving mid-size businesses. Acquired by EarthLink in 2013, CenterBeam offers a 14-year track record delivering cloud-based IT services to customers with on-demand IT capacity utilizing a subscription pricing model.

Marketing Manager, Consultant

ExpensAble (*acquired by Insperity*) **Sunnyvale, CAOctober 1999 – March 2000**

ExpensAble acquired by Insperity is a spinout from Intuit which provides companies with expense management solutions.

Sr. Marketing Manager, Consultant

Oracle Corporation, Redwood City, CA.....May 1999 - October 1999

Oracle provides the world's most complete, open, and integrated business software and hardware systems, with more than 370,000 customers—including 100 of the Fortune 100—representing a variety of sizes and industries in more than 145 countries around the globe.

Events Marketing Oracle OpenWorld, Consultant

Velos, Inc. **Fremont, CA.....October 1997 – May 1999**

Velos' trusted Internet-based platform provides research teams with secure and compliant ways of managing clinical research and specialized medical records.

Director of Marketing

Halyard Health, Roswell, GA May 1992 - October 1995

Halyard Health formerly Kimberly-Clark Professional Health is a medical technology company focused on preventing infection, eliminating pain and speeding recovery for healthcare providers and their patients.

Sales Account Manager, (New England)

EDUCATION/CONTINUING EDUCATION

MBA, Rensselaer Polytechnic Institute-Hartford

BS, Marketing, Southern New Hampshire University

Business Administration and Management, Stanford University - Center for Professional Development

PARREN M. JAMES

7308 Outlook Ave • Oakland, CA 94605-2920
parrenj@gmail.com • (415) 964-1906

EXPERIENCE 2006-Present

CONSULTING & ADDITIONAL EXPERIENCE Real Estate & Business Development

Multiple, US

- MacFarlane Partners (San Francisco, CA) - Investment & Portfolio consultant (2016)
- Nothing Bundt Cakes (Emeryville, CA) - Consultant: franchise acquisition, relocation and leasing assistance (2016)
- International Airport Centers, L.L.C. (Highland Park, IL) - Consultant: 2014-2015.
- Vice District Brewery (Chicago, IL) - Business plan development, site selection and demographic trend analysis, financial modeling, and prospectus development. Partners raised \$400K debt/equity 2013-2014; Production facility - 2015.
- BeYu Cafe' (Durham, NC) - Site selection assistance and TI cost projections. 2008
- Forest City Enterprises (Cleveland, OH) - Retail Development Intern. Assisted leasing team; executing LOIs & identifying ideal tenant mix. (2007)

2009-2014

INTERNATIONAL AIRPORT CENTERS L.L.C.

Chicago, IL

Vice President - Operations & Portfolio Management

- Managed and grew a real estate portfolio of 35 assets valued at \$1B. (\$800MM in completed AUM/ \$200MM in development).
- Prepared investment and portfolio reports & memos for institutional partners.
- Worked with internal teams to establish annual property budgets, strategic and annual business plans, re-forecasts, capital expense planning; indirect PM supervision.
- Performed quarterly and year end property valuations for portfolio with Excel & Argus.
- Created interactive and flexible portfolio investment model combining cash flows from 29 direct owned properties, 3 executed developments, 2 sites for future development, 1 joint venture, and projections for growth via unidentified acquisitions and new developments. The model includes disposition activities, refinancing proceeds, overhead expenses, waterfall distributions, and company level cash balance projections.
- Analyst and underwriter for acquisitions team acquiring more than 10 assets with a total gross value exceeding \$250MM. Completed due diligence on all transactions including, market research, lease abstracts, tenant reviews, property and environmental inspections, and historical financial performance/analysis.
- Led acquisition of over \$300MM in third party debt during downturn.
- Led portfolio dispositions to maximize values; 7 properties.
- Reviewed new leases & tenant financials; providing leasing recommendations based on performance metrics.
- Consulted with brokers, research analysts, and 3rd parties for market intelligence.
- Led West Coast acquisitions underwriting and sourced regional investment opportunities.

2002-2006

SPRINT LTD -NETWORK ENGINEERING AND OPERATIONS

Wake Forest / Rocky Mount, NC

ExCel Leadership Development Rotation Program

- Provided operations support for all districts in the State of Florida, managed team of 18 analysts that dispatched over 1,000 technicians and 4,000 tasks daily.
- Project-managed 5 of 19 sites for \$12.5 MM Gigahertz Ethernet project that provided high speed internet capabilities for two hospitals and two colleges in North Carolina.
- Managed Network Engineering productivity initiative and served as system administrator of the Network Engineering Productivity System.
- Sold and implemented Intra-office operations evolution plan to raise operational efficiency and adjust for employee layoffs and early retirements.

EDUCATION

UNIVERSITY OF MICHIGAN

Ann Arbor, MI

Stephen M. Ross School of Business

Master of Business Administration, May 2008

- Emphases in Real Estate and Finance
- Awarded, Ross Recognition Fellowship (merit based)

HAMPTON UNIVERSITY

Hampton, VA

Bachelor of Science, Mathematics, December 2001

ADDITIONAL

- Certifications/Designations: LEED® AP & CCIM

JAMES THOMAS JORDAN

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jjordan93@stanfordalumni.org • www.linkedin.com/in/JamesThomasJordan

EDUCATION

DARDEN GRADUATE SCHOOL OF BUSINESS ADMINISTRATION
UNIVERSITY OF VIRGINIA
Master of Business Administration, May 2004

CHARLOTTESVILLE, VA

STANFORD UNIVERSITY
Bachelor of Arts, American Studies. Specialization in Race and Ethnicity, June 1993

STANFORD, CA

EXPERIENCE

9/06-present STANFORD UNIVERSITY

STANFORD, CA

Senior Manager, Regional & Diversity Outreach, Stanford Alumni Association

The Regional Managers serve as a liaison, resource and evangelist for the Stanford Alumni Association with individual alumni and students.

- Supervise the regional manager team responsible for approximately 130,000 alumni living internationally and all domestic areas outside of California, assist in their professional development, and coach them to success in meeting their individual goals.
- Member of the Alumni Communities department management team, assisting in strategic planning and promoting an integrated approach to alumni relations across the University.
- Serve as primary contact for alumni and Stanford clubs in Washington, DC, Maryland, Virginia, and the Southeastern United States.
- Cultivate goodwill and promote volunteerism among regional alumni leaders.
- Represent Alumni Communities department in strategic partnerships with campus departments (Undergraduate Admissions, ethnic community centers, and professional schools) to provide and promote opportunities for alumni of color engagement and participation.

12/06-8/10 STANFORD UNIVERSITY

STANFORD, CA

Alumni Relations Officer/Manager, Diversity Outreach, Stanford Alumni Association

- Responsible for the planning and implementing for activities and events for Stanford alumni living in the New York, Washington, DC, and Chicago regions.
- Managed the outreach activities designed to foster a sense of Stanford community within specific alumni groups affiliated by ethnicity (African-American, Chicano/Latino, Native American, and Asian-American) or sexual orientation (Lesbian, Gay, Bisexual, Transgendered) and for fully integrating members of these groups into all facets of the University's alumni body.
- Developed the engagement strategy to be implemented by the Stanford Alumni Association to create events, volunteer opportunities, and programs in order to increase the number of minority alumni volunteers.
- Guided a communication strategy for all diversity groups, including e-mail newsletters, web pages, and distribution lists determining messages that appeal to segmented target audiences.
- Designed, managed, and funded over 30 campus and regional Stanford events across the country involving over 500 alumni and students.

1/06-12/06 KIPP SUMMIT ACADEMY

SAN LORENZO, CA

Chief Operating Officer

KIPP Summit Academy is a college preparatory, Title I, 320 student charter middle school (grades 5-8) that develops in its students the academic skills, intellectual habits, and character qualities necessary to succeed in high school, college, and the competitive world beyond.

- Administered a \$2.4M budget.
- Responsible for forecasting, budget management and reporting for the school.
- Developed internal controls and audit procedures to increase overall operational efficiency and maintain the fiscal health of the school.

- Responsible for all aspects of human resources management including recruitment, payroll, benefits, and retirement.
- Managed and negotiated relationships with external vendors and service providers.

10/05-1/06 OAKLAND UNIFIED SCHOOL DISTRICT

OAKLAND, CA

Operations Support Coach, Office of Strategic Projects

Part of the redesign of OUSD, Operations Support Coaches work directly with school principals to identify and resolve school operational challenges. As change agents, the Coaches provide results-oriented, time-saving value to principals.

- Provided operational support to 11 Oakland high school sites.
- Identified and reported systematic barriers to operational efficiency between the high schools and the central administrative offices.
- Served as an advocate for the "service areas" (redesigned central departments), presenting opportunities to principals where these services could be effective to solve school site operational problems.
- Monitored service delivery from service areas, ensuring that the schools sites received the required services.
- Served as a "troubleshooter" for principals, anticipating roadblocks and provided potential solutions in order to avoid them or minimize their impact on the school site operations.

6/04-9/05 PLATFORM LEARNING

CHICAGO, IL

Director of Development/Program Director, Chicago Regional Office

Platform Learning is a provider of comprehensive supplemental educational services that delivers after-school, weekend and summer tutoring programs to students attending public schools that have been identified as "in need of improvement."

- Identified and secured agreements for operating after-school and weekend tutoring programs with 35 elementary schools in need of improvement within the Chicago Public School District
- Managed and nurtured client relationships with over 35 school principals, instructors, and after-school program coordinators representing over \$100,000 in revenue.
- Monitored payroll for over 950 instructors, responsible for payroll reconciliation and overseeing relationship with payroll service provider.
- Developed and implemented recruitment and enrollment strategies for over 10,000 students.
- Built awareness of supplemental educational services, in general, and Platform Learning, in particular, for parents, teachers and students via various marketing activities such as open houses, "back to school nights", and other public speaking events.
- Recruited over 350 teachers, graduate students, and retirees to deliver small group instruction as tutors for after-school and weekend programs.
- Conducted outreach and developed partnerships with local public schools, civic organizations, and faith-based organizations.
- Designed and delivered training orientation sessions for 35 program managers on student recruitment strategies, computer data systems, and curriculum instruction observation.

6/03-8/03 AVERY DENNISON

PASADENA, CA

Human Resources Leadership Development Program Summer Intern, Avery Research Center

- Designed and co-presented training sessions for managers and employees preparing them for the staff development and performance assessment modules of the Global Performance System.
- Investigated and revised the "Career Compass", a succession-based document designed to help employees identify the essential competencies and skills necessary for their career progression at the Research Center.
- Assembled a staff development-training schedule for employees identified as having high potential as part of the leadership succession planning process.

9/98-8/02 STANFORD UNIVERSITY

STANFORD, CA

Assistant Director, Black Community Services Center

A division of the Dean of Students Office, the Black Community Services Center provides academic, cultural and leadership development programming to ensure that African American students reach their full potential.

- Total oversight of a \$240,000 annual budget, allocating funds to support academic and cultural programming.
- Assisted 25 Volunteer Student Organizations to manage over \$60,000 in programming funds, ensuring successful programs and proper fiscal management.

- Successfully negotiated mutually beneficial agreements and contracts with major speakers and hotels.
- Faced with a mandatory 8% budget reduction, identified areas for reduction, minimizing the impact on Center operations.
- Developed and revitalized over 25 annual lectures and programs (including five major events attracting an average of over 300 attendees), designed to meet the intellectual and cultural needs of over 800 African American students.
- Established timelines, planning milestones and fundraising goals for major programs.
- Selected by Dean of Students to serve as Interim Assistant Dean of Students/Director, given supervisory and advisory responsibility for Black student issues (during Director's maternity leave).
- Implemented new and innovative office procedures resulting in better utilization of Center's limited staff, financial resources and space.

2/97-8/98 STANFORD UNIVERSITY STANFORD, CA

Student Affairs Specialist, Office of Residential Education

The Office of Residential Education is responsible for developing the policies, programs, and staffing which support the intellectual, educational, and community-building activities in student residences at Stanford University.

- Managed the residential multicultural education training program in 35 undergraduate student residences.
- Provided support in the recruitment of faculty and staff in the Residential Fellow program.
- Served as information resource for residence staff, students, parents, faculty and other campus departments.

11/95-1/97 UNIVERSITY OF CALIFORNIA

BERKELEY, CA

Assistant to the Associate Registrars, Office of the Registrar

The Office of the Registrar supports the academic mission of the University of California by providing the Berkeley campus with enrollment and, registration services, the maintenance of the academic records for past and current students; the development and dissemination of course-related information; and classroom management.

- Surveyed peer institutions' delivery of particular student services, leading to the development of a multi-use ID card and classroom instructional technology improvements.
- Interpreted and analyzed departmental policies and procedures in meeting work responsibilities.
- Communicated both verbally and in writing with members of the general public, students, parents, faculty, and other University departments.
- Maintained the Associate Registrars' meeting calendars and secure meeting locations.

ADDITIONAL LEADERSHIP EXPERIENCE

Treasurer, Stanford Black Alumni Association-Northern California

Vice-President, Alpha Phi Alpha Fraternity, Inc., Berkeley/Oakland Alumni Chapter

Chief Dean of Membership Intake, Alpha Phi Alpha Fraternity, Inc., San Francisco District

Member, Board of Trustees, St. Mary's College High School, Berkeley, CA

John Villarroel Morada

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Professional Summary: A hybrid technologist and business developer happiest when collaboratively solving business challenges through the lenses of people, processes, metrics and technology. The diversity in my background fuels the multi-dimensional thinking needed to unravel value. And I do this emphatically when I get to work with the best-in-class.

Values

- ☐ Client responsiveness
- ☐ Impactful and lasting contributions
- ☐ Solving enterprise-sized challenges
- ☐ Earning a trusted advisor role
- ☐ Timely strategy and research
- ☐ Powerful operational efficiency
- ☐ Continuous learning
- ☐ Leadership

Professional

Wipro, Mountain View, CA November 2015 – present

Director | Business Development

Brokering the channel conversations, go-to market plans, enablement, deal flow for a healthy \$25 million pipeline for the Open Source Practice.

WSO2, Mountain View, CA November 2014 – November 2015

Vice President | Business Development

Brought in to repeat my business development Lean startup approach to transform an underperforming ecosystem (reseller, SI partners, OEM, tech partners). Within my early months, I met the Founders, CEOs or VPs of the strategic Partners to gather and analyze data points for improvement. In four months, I pivoted the Channels program to be less about new logos and more about Partner success on our products; inspired by voice of the customer. Created first-ever Channel Council from the four most productive Partners. Accolades for “an elegant approach of C-level value” ensured a healthy ecosystem.

Measurement of economic value-add is in happier Partners, a strong Channel pipeline, increased brand awareness, creative demand gen, paid OEM solutions, reduced channel conflict, frequent account teaming, larger average deal size and faster deal close. Channel revenue is on pace to beat our revenue target by 10%.

Partner objectives with WSO2’s growth mission whilst driving a greater share of wallet within the Channel ecosystem. The Board is delighted.

Capgemini, Paris, France December 2012 – November 2014

Principal | Head of Research and Strategy, Office of the Global CTO

First six months, was the strategy author to take the Salesforce.com Practice from \$50 million to \$125 million annual revenue. Some tactics employed: consistent joint marketing, higher net promoter score, persistent account teaming and quality delivery.

Overall, charged with cultivating executive relationships (internally and externally) with our **top alliances to discover interesting new solutions** aligned with my CTO’s agenda. A proud moment was the negotiation of a triple-play Partner position for an IoT solution to close in on a \$2 billion addressable market. Payout on this emerging market is two-fold: a Gartner MQ posting and a near-term adjacent market to Big Data.

PricewaterhouseCoopers, San Francisco, CA

January 2012 - December 2012

Director | Practice & Business Development

Took a new CRM Practice from strategy to full operations in just under a year. Month one was spent analyzing the needs and expectations from senior Partners then turning that in to an impactful 8-digit P&L plan. Month two, I gave Leadership an honest yet defensible addressable market valuation; a deed never taken lightly. Earnestly, I set about the following months: **declaring the GTM strategy, building competitive intelligence, collaborating on a CoE**

with our Digital team, establishing revenue goals, hiring experienced consultants and instilling Practice operations. At the end of the year, we met 80% of our target in Sales and Service Cloud focus. We celebrated anyway because it was still an herculean effort delivered under high pressure. Following years' impact goal was geo expansion.

Salesforce.com, San Francisco, CA

September 2008 - February 2012

Manager | Strategic Alliance Development

Leveraging my consulting background, I played the reverse role of an in-house management consultant to global consultancies such as: Accenture, Deloitte, Cognizant, Capgemini, Appirio, Bluewolf and PwC. Most exciting was **building collaboratively the Sales Cloud go-to market with their senior executives**. This meant listening to their business objectives (as well as mine) to create sales plans, marketing strategy, and enablement. Internally, I advocated and coordinated with sales, marketing, engineering and product management to create buzz around my partnerships.

Authored and published numerous thought leadership, best practices documents, pre-sales collateral, post-sales enablement, product release webinars and conference tracks. One of the original writers of the Sales Cloud exam.

Deloitte Consulting USA LLP, Chicago, IL

March 2007 - September 2008

Manager | Technology Consulting

Within six months, I became the primary on \$500k and a secondary on \$1 million in sales because of my ability to translate business needs to technical requirements easily, and vice-versa. Honed my **consultative presentation skills being in front of C-suite buyers**.

Accenture, Chicago, IL

February 2001 - March 2007

Manager | Technology Consulting

Managed the design, development and testing of large Oracle deployments for Fortune 1000 clients. **Operationally, my strengths were in delivery leadership, program management and client relations.**

Total revenue under management was \$92 million. Sales target of \$2 million annually which I met for all years except one where I was managing a \$75 million project.

Additional Leadership

- The American University Alumni Board, Washington, DC
- Aurum Preparatory Academy, Oakland, CA
- Exegraph, Seattle, WA
- Authentise, Moffett Field, CA
- Elastic Beam
- Blendspac, San Francisco, CA

currently Director
future Director
currently engaged
currently engaged
in stealth
2013

Education

- Masters in Business Administration, Lake Forest Graduate School, Lake Forest, IL
- Bachelor of Science in Computer Science, The American University, Washington, DC

Honors and Achievements

- Summa Cum Laude graduate
- Alumnae of Phi Theta Kappa International Honor Society
- Former Steering Committee Board member of DC Internet Society chapter
- Former Public Relations Chairman of NIH Asian Pacific Islander American Organization
- Picked to be a Visiting Technologist to the Georgetown Alumni Association to drive their technology strategy
- Appointed to the Accenture Corporate Ethics Committee
- National Council member for Diversity and Inclusion initiative at Deloitte
- Lecturer on responsive design for Capgemini's TechnoVision 2014 thought leadership
- Youngest VP of Business Development in WSO2 history

Kimberly Pignolet Nerpouni, SPHR

415.341.5736 | kimberly.nerpouni@gmail.com

SUMMARY

Human Capital manager with over 15 years of experience in hiring, developing, and managing high-performing teams. Exceptional interpersonal skills, able to effectively communicate and influence across all levels. Dynamic innovator known for driving initiatives that deliver meaningful change and improvement. *Core competencies include:*

- one-on-one career coaching
- professional development
- employee relations
- program management
- onboarding and offboarding
- HR metrics & analysis

EXPERIENCE

GCA SAVVIAN, INC.

SAN FRANCISCO, CA | 2015 - PRESENT

GCA Savvian is a premier independent investment bank serving technology and other growth companies through its merger & acquisitions advisory, capital market financing, and strategic advisory services.

Vice President of Talent Management

Oversee Recruiting, HR, Professional Development, Training, Benefits, and Compensation, including:

- Recruiting process for investment banking Vice Presidents, Associates, Analysts, and interns for both the San Francisco and New York offices.
- Implementing first ever Applicant Tracking System (ATS) for the firm.
- Improving new hire training, orientation, and onboarding.
- Managing performance evaluation and promotion processes to be best practice.
- Oversee the planning of team-building and other firm social events to increase employee engagement and attrition.

BAIN & COMPANY, INC.

SAN FRANCISCO, CA | 2002 - 2015

Senior Manager, Alumni Relations (May 2011-present); Alumni Program Manager (April 2006-April 2011)

Conceptualized, implemented, and managed the West Coast alumni program including career development support, customized outreach, event management, and relationship building. Provided career guidance for alums, outplacement support for departing employees, and candidate sourcing for hiring managers/recruiters. Supervising two alumni coordinators; reporting to the Alumni Partner; managing multiple budgets.

- Personally selected by the west coast office heads to create a best-in-class alumni program.
- Developed and managed a network of 1000+ Bain alums, professionals, recruiters, and hiring managers.
- Sourced high potential candidates for 100+ positions across levels and industries.
- Created a comprehensive career management toolkit comprised of best practices for job searches, resume writing, interviewing, and offer negotiations; incorporated into all North America offices' departure packets.
- Developed best practices for departure process and alumni program adopted across North America.
- Worked one-on-one with nearly 500 individuals on their career transition across various industries and levels from analyst to executive, facilitating a direct match for 100+.
- Trusted advisor to Bain executive clients with hiring needs; crafted job descriptions and vetted candidates.
- Provided one-on-one career development to departing staff, alums, as well as executive clients in transition.
- Conceived and hosted 8-11 client development events annually on the West Coast; collaborating with practice area Managers and Partners, including Los Angeles and Seattle.
- Conducted exit interviews of departing consulting staff; analysis and presented feedback with suggested action items to the leadership team.

Recruiter (2005- 2006)

Developed, managed, and executed recruiting programs, events, and processes at the MBA and PhD level, including Bain's marketing strategy on campus and Diversity Recruitment. Coordinated campus representatives, scheduled formal and informal presentations, receptions, and dinners. Established relationships with Placement Office Directors at each school and acted as a key contact for candidates on-campus. Reported to the Recruiting Partner.

- Reviewed and screened candidate resumes with consulting staff selection teams.
- Set up interview schedules, selected interviewers, ran debriefing meetings, developed next step decisions, and managed all communications to candidates.
- Successfully created and managed the Summer Associate program including program agenda, logistics, and social calendar; over 90% accept rate of fulltime offers.
- Prepared strategic analysis including win/loss ratios, historical application numbers and rates, etc.

Human Resources Manager/Professional Development (2002- 2005)

Provided leadership and support for employee programs including compensation, performance management, global transfers, and upward feedback. Successfully managed HR processes by analyzing data, leveraging metrics, and communicating effectively with Program Managers and Partners.

- Executive Assistant and Manager Assistant Program Manager

Kimberly Pignolet Nerpouni, SPHR

415.341.5736 | kimberly.nerpouni@gmail.com

- Oversight of Office Services, including mailroom, facilities, and break rooms.
- Administration of the bi-annual performance review cycle (including case end performance reviews).
- Real-time management of the weekly staffing model and utilization reports.
- Implemented bi-monthly Case Team Surveys to monitor employee satisfaction, aggregated survey results into meaningful data to improve the case team experience.
- Managed overall logistics for the West Coast Regional Meeting, an annual retreat for the 250+ employees of the three west coast offices; including accommodations, transportation, meals, and entertainment.

MACROMEDIA

SAN FRANCISCO, CA | 1999- 2001

Macromedia was a graphics, multimedia, and web development software company acquired by Adobe in 2005.

Manager

Hired, developed, and managed an IT team of 35 consisting of the Helpdesk, Quality Assurance, Fulfillment, and Customer Support for business unit. Worked closely with customers, staff, peers, and senior management to improve services and processes. Created quarterly business plans to meet company objectives.

- Re-engineered and/or crafted 10+ IT job descriptions with corresponding screening/selection criteria.
- Developed comprehensive Helpdesk Training Program consisting of 4 levels of training documentation.
- By developing hardware and software standards based on the business needs of the customer and streamlining processes, improved cycle time for desktop fulfillment from five weeks to five days.
- Reduced mean time to restore on trouble tickets for Tier 1 and Tier 2 by over 50 hours.
- Designed and implemented a web-based asset inventory database and process that improved efficiency and customer satisfaction, and eliminated excess hardware and software purchases; estimated annual savings of \$150,000+ a year.
- Created and implemented a customer satisfaction program and database that reported the climate of the end-user community on a weekly, monthly, and quarterly basis.

WELLS FARGO BANK

SAN FRANCISCO, CA | 1997-1999

Senior Analyst (1998-1999)

Managed a team of 15 analysts providing Tier 2 technical support of electronic mail bank-wide for over 23,000 users nationwide (MS Mail and Outlook 97/Exchange) and Windows NT 4.0 desktops. Directed production support and operations of over 100 MS Mail Post Offices and 25 Exchange servers. Responsible for customer service escalations.

- Successfully managed a \$2 million cost center 6% under budget.
- Increased customer satisfaction and reduced average resolution time of tickets from three days to twelve hours by performance analysis and process re-engineering.
- Reduced average ticket count from 70 per analyst down to 10, by implementing a training program and re-engineering processes.

Analyst (1997-1998)

Designed, analyzed, and published Management Information Systems documentation and reports. Benchmarked and developed trend analysis of trouble ticket management of a 3-tier technical support environment. Established performance indicators for quality improvement. Conducted workflow performance and financial analyses, including total-cost-of-ownership (TCO).

PACIFIC BELL

SAN RAMON, CA & SAN FRANCISCO, CA | 1994-1997

Advisor (1995-1997)

Developed and produced weekly and monthly network reliability reports for telephony and analog video services for the Advanced Communications Network (ACN). The ACN was the first commercial deployment of a system to deliver telephony, interactive entertainment, cable television, and high speed data over one network using fiber optic technology.

Analyst (1994-1995)

Trained customer representatives, included creating technical manuals.

EDUCATION AND CERTIFICATIONS

SAN FRANCISCO STATE UNIVERSITY

SAN FRANCISCO, CA | 1995

Bachelor of Arts | Organizational Communications

Minor: Business Administration

HR CERTIFICATION INSTITUTE, SENIOR PROFESSIONAL IN HUMAN RESOURCES (SPHR)

20

MYERS-BRIGGS® CERTIFIED FACILITATOR

2011

Swati Samanth

swatisamanth@gmail.com

EDUCATION

University of California, Hastings College of the Law

May 2002

Juris Doctor, Admitted to the State Bar of California, December 5, 2002.

- Hastings Constitutional Law Quarterly, Member, 2000-2001; Symposium Co-Chair, 2002.
- South Asian Law Students Association, President 2001-2002.

University of Southern California

May 1996

Bachelor of Arts, Political Science

Bachelor of Arts, Philosophy with Ethics Concentration

- Washington D.C. Unruh Institute of Politics: *Intern*: White House; *Intern*: Office of U.S. Attorney General Janet Reno; *Intern*: Democratic National Committee.
- Researched and wrote thesis on environmental racism and equity.

PROFESSIONAL EXPERIENCE

Law Office of Swati Samanth: *Juvenile Dependency Attorney*

January 2002-present

- Advocate for foster children in court proceedings, mediations, and as an educational surrogate.
- Research, prepare for, and argue dependency motions and trials.
- Manage and train new dependency attorneys.
- Oversee network of key service providers including social workers, teachers, school administrators, therapists, and families to ensure client's best interest.
- Train mandated reporters on requirements for California Child Abuse Reporting Law.

Level Playing Field Institute: *Residential Director and Consultant for SMASH (Summer, Math & Science Honors) Academy*

2013-2015

- Interviewed, hired and supervised Residential Assistants and oversee 70 students during a 6-week residential program at UC Berkeley.
- Conducted routine meetings with residential staff to assess goals achieved, implement performance improvement plans as needed and ensure academic success for students.
- Created and oversaw curriculum, managed residential budget, organized staff schedule and student activities.
- Planned, chaperoned and transported students to field trips and campus tours.

College Track, SF: *Case Manager, English Teacher, Legal Studies Teacher, History Tutor* 2011-2013

- Designed curriculum and instruct 9-10th grade English and 9-12th grade Legal Studies classes.
- Provided weekly support for students with academic and behavior challenges through comprehensive, individual assessment, academic planning, test preparation, improvement plan implementation and instruction of study skills and learning strategies.
- Tutored High School level History and English and ACT exam preparation.

CBRE: *Property Manager*

January 2011-present

- Remedied all tenant concerns including complaints, service requests and dispatching of vendors while assessing related costs to ensure owner budget compliance.
- Served as a liaison between tenants and property owners.
- Managed turnover of all units including showing, move-in, lease terms, and evictions.

Oral Lee Brown Foundation: *Board Member and Event Co-Chair*

2011-2012

- Secured donor support for student college tuition through fundraising.
- Oversaw planning, fundraising, and budget for 500 guest, annual Foundation gala.

Alameda County Family Facilitators Office: *Facilitator and Mediator Extern*

2000-2001

- Taught paternity, dissolution, child support, spousal support and child custody workshops for litigants appearing in *propria persona*.
- Mediated child custody and visitation cases and prepared resulting orders.
- Counseled victims of domestic violence, filed necessary restraining orders.

Living Way Academy/Martin Luther King Jr. Elementary: *Teacher and Dean of Students* 1995-1999

- *Director*: District Speech Meet, National Leadership Conference and District Science Fair.
- Dean of Student Discipline for grades 6-8.
- Designed and implemented English writing and literature curriculum and seminars.
- Instructed students in History, Algebra, Life Science, Language, Reading, and Spanish.

PROFESSIONAL ORGANIZATIONS AND ACTIVITIES

- Guest Lecturer: Biotech Partners, San Francisco State University
- State Bar of California
- National Association of Counsel for Children
- San Francisco Counsel for Families and Children
- San Francisco Bar Association

Vanessa Sifuentes-Dimaano

872 York Street, Oakland CA 94610

vanessa.sifuentes@outlook.com

(510) 325-5534

Education

- 2002 **University of California, Los Angeles**, B.A.: Political Science and Chicana and Chicano Studies.
- 2004 **University of California, Berkeley**, Master of Arts in Education
-

Professional Experience

June 2015-Present **School Improvement Partner, Oakland Unified School District** **Oakland, CA**

- Provide direct ongoing support, coaching, mentoring, facilitation and technical assistance to High School Principals
- Assist school administrators in developing a culture of data-driven decision-making and professional learning that supports goal-setting and action planning
- Develop and execute on professional development for Principal partners geared towards achieving school and district goals
- Support Principals with the development of adult learning priorities and delivery of professional development for site staff
- Provide coaching to school administrators in the use of data to judge the impact of instructional programs on student learning and school and community improvement
- Assist High School Network Superintendent and Deputy Superintendent with quality monitoring and serve as strategic thought-partner around school priorities and progress

July 2013-June 2015 **Managing Director, Teach for America** **Oakland, CA**

- Directed coaching and professional development program supporting approximately 110 Teach For America Corps Members placed in Oakland
- Set team vision, priorities, and success metrics based on needs of students and teachers in Oakland aligned to ambitious academic and classroom culture goals and regional priorities
- Managed, developed, and evaluated a team of five coaches, each responsible for approximately 20-25 Corps Member classrooms
- Provided coaching interventions to support coach and corps member development
- Facilitated data analysis across team around progress to goals and developed aligned strategies for staff and corps member development
- Maintained open communication around corps member progress and developed collaborative partnerships with school leaders throughout Oakland

July 2011-June 2013 **Principal, Leadership Public Schools San Jose** **San Jose, CA**

- Lead the strategic restructuring and development of school turnaround plan to increase academic rigor and student achievement in service of network's college-going mission
 - Served as the school's instructional leader ensuring compliance with California State Standards along with IDHA/Section 504 and LPS Network Guidelines
 - Established and facilitated school-wide cycles of inquiry leading to more effective use of student performance data and instructional best practices in core academic program
 - Developed structures to increase effective teacher collaboration via data-driven consultancies, peer observations, departmental, and grade-level meetings
 - Modeled effective use of the Instructional Rounds protocol to guide peer observations
 - Supervised development of school-wide behavior management plan using Positive Behavioral Interventions and Supports (PBIS)
 - Provided regular progress monitoring reports to LPS Network and Santa Clara County Office of Education
 - Managed the daily administration and supervision of 365 students and 28 faculty and staff
 - Oversaw discipline, staff evaluations, school-wide budget and expenditures
-

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July 2008-June 2011

Founding Principal, ACE Charter School

San Jose, CA

- Launched 5th-8th grade college-prep middle school targeting low-performing students
- Guided implementation of 6-week data cycles, which resulted in significant API gains
- Developed academic program to include a rigorous standards-based curriculum as well as social, emotional, and cultural supports for low-performing students which resulted in an increase in API by 127 points in 1 year
- Developed English Learner plan and instituted structures to implement in core and intervention programs
- Oversaw Intervention/Enrichment program to support academic achievement of all students, including students with IEP's, 504 Plans, and English Language Development needs
- Aligned use of financial and human resources to support school-wide goal of 100% proficiency in Reading and Math
- Coached and evaluated school team of 25, including certificated, classified, and volunteer staff
- Facilitated monthly collaboration with parents/guardians to address culture, discipline, and academic needs
- Effectively applied California Education Code policies to student discipline and expulsion-related matters
- Led team through initial WASC accreditation process

Jan. 2008-June 2008

Principal Intern, Aspire Lionel Wilson College Prep Academy

Oakland, CA

- Provided instructional coaching to teachers in English, Social Science, Mathematics, Science, Visual Arts, and Foreign Language from grades 6-12
- Coordinated implementation of Guided Language Acquisition Design (GLAD) for all 9th-12th grade educators
- Served as Early College High School liaison to UC Berkeley and the Peralta Community College District to support student success in university coursework
- Coached lead teachers to support their teams in the use of student performance data to improve classroom instruction

July 2007-Dec. 2007

Interim Principal, Aspire Monarch Academy

Oakland, CA

- Supervised and supported 20 teachers in grades K-5 with curricular and instructional planning
- Managed school-wide budget according to academic and community needs
- Developed school-wide action plan focused on improving writing instruction throughout all grade levels
- Maintained school culture by implementing monthly Principal Chats with families at all grade-levels

Aug. 2003-June 2007

Teacher, Aspire Lionel Wilson College Prep Academy

Oakland CA

- Taught 6th and 7th grade Humanities (English and History) and made significant gains in English Language Arts proficiency over a four-year period
- Served as lead teacher for 6th-8th grade Humanities Team
- Provided a Model Classroom for all Humanities teachers throughout Aspire
- Designed and delivered professional development for school team on effective instructional strategies for writing across the curriculum and serving English Learners
- Served as WASC Accreditation Self-Study Coordinator

Certifications

Clear Single Subject English Credential with CLAD emphasis (valid through July 1, 2018)

Administrative Services Credential – Tier I (in progress)

Languages

Fluent in English & Spanish (reading, writing, speaking)

JOSEPH D. WEINSTEIN-CARNES

3019 Hillegass Ave. Apt. #3 | Berkeley, CA, 94705 | (951) 491-9702 | jweinstein27@gmail.com

EDUCATION

University of California, Los Angeles

August 2006—June 2010

Bachelor of Arts in English (Emphasis: American Literature/Culture), Minor in Theater (3.89 cumulative GPA)

Honors: Summa Cum Laude, Dean's List

Loyola Marymount University, Los Angeles, CA

August 2010—May 2012

Master of Arts in Urban Education Policy and Administration (3.90 cumulative GPA)

Thesis: Rethinking Cultural Pedagogy: Understanding the Importance of Community Culture in the Classroom

Honors: AmeriCorps Segal Award for Outstanding Service in Urban Education

TEACHING AND LEADERSHIP EXPERIENCE

California Charter Schools Association, Bay Area, CA

Director, Bay Area Facilities

October 2015—Present

- Execute an annual Proposition 39 campaign aimed at increasing the number of Bay Area charter schools requesting school district facilities, the number of charter schools receiving high quality final offers, and the number of charter schools negotiating long-term facilities agreements with Bay Area districts
- Assist Regional Directors and charter school leaders on facilities issues that arise across the Bay Area, including facilities acquisition, maintenance, operations, local zoning, permitting and occupancy requirements

Manager, Teacher Engagement

August 2014—October 2015

- Built relationships with over 110 Bay Area teachers, 30 school leaders, and several district and county school board members to develop teams of teacher-leaders who advocate for charter facilities, funding, professional development and curriculum needs
- Led CCSA's Richmond Promise Campaign which organized over 120 students, parents, and educators over a 6 month span to attend rallies, City Council Meetings, and community workshops to advocate for inclusion in the Richmond Promise Scholarship
- Designed, recruited for, and launched CCSA's second Teacher Policy and Advocacy Fellowship cohort in San Jose with 14 teachers from 10 schools in Santa Clara County

Da Vinci Science High School, Hawthorne, CA

August 2012—June 2014

Teacher: 11th Grade English, 12th Grade College Writing, and Drama Seminar

- Transitioned from English 11 to College Writing with the class of 2014 while teaching a real-world, project-based curriculum that emphasized depth over breadth, strong habits of mind, and 21st century skills
- Designed and implemented a 12th grade College Writing curriculum that focused on personal statement construction, college readiness skills, and financial literacy to assist the class of 2014 with the college application and transition processes; resulted in a 77 percent acceptance rate to four-year universities
- Conceptualized and coordinated a number of inaugural programs including Da Vinci Schools' multi-campus Senior Showcase (now an annual Da Vinci best practice) and Da Vinci's first Drama program, which produced two plays that were directed, acted, financed, and crewed by the members of the Da Vinci Drama Seminar

Cindy and Bill Simon Technology Academy High School / Teach For America, Watts, CA

June 2010—June 2012

9th Grade English Teacher

- Designed and implemented a 9th grade English blended-learning curriculum with personalized digital content that contributed to a 24% increase in Proficient/Advanced scores on the CSTs compared to surrounding schools in the 2010-2011 academic year
- Created original, rigorous, and engaging lessons that were culturally relevant to a diverse group of low-income students which resulted in a classroom of 21st century learners that reached 76% mastery on charter network benchmark exams

Teach For America, Los Angeles, CA

June 2010—May 2012

Corps Member, Summer Institute Transition Team Leader

- Selected as one of 4,400 out of 46,000 applicants to deliver data-driven, engaging curriculum in under-resourced public schools via Teach For America, an organization that develops life-long leaders pursuing expanded educational equity for all children
- Mentored 20 incoming Los Angeles TFA corps members and supported the regional Program Team in developing a strong culture rooted in Teach for America's core values: transformational change, leadership, diversity, respect and humility

ADDITIONAL LEADERSHIP EXPERIENCE

Police Activity League, Watts, CA

August 2011—June 2012

Board Member

- Participated in bi-monthly meetings to manage the allocation of funds towards afterschool programs in five Watts public schools

CLA Office of Residential Life, Los Angeles, CA

September 2008—June 2010

Resident Assistant

- Coordinated 10 programs per quarter for 150 residents that promoted academic achievement, safety, and responsible citizenship

SKILLS AND INTERESTS

Personal Skills: Guitar, Improv Comedy, Theater Arts, Songwriting, Singing, and PADI Scuba Certified

Interests: Education Reform, Social Justice, Advocacy and Organizing, Public Speaking, Hiking, Camping, Literature, and Travel

David Dexter Hardin

600 William Street Apt 133,
Oakland, CA, 94612

dhardin@buildingexcellentschools.org
(415)-763-8974

EDUCATION

Morehouse College, Atlanta, Georgia

Bachelors of Arts Degree, double major: Political Science and Spanish

Universidad de Guanajuato, Guanajuato, Mexico (Study Abroad)

Pontificia Universidad, Santiago, Dominican Republic (Study Abroad)

- G.P.A: 3.54 - Morehouse College Honor Roll and Scholar
- Graduated Magna Cum Laude and Phi Beta Kappa

The Galloway School

Certificate of Teaching

May 2010

May 2008 - July 2008

May 2009 - July 2009

May 2010

August 2010 - July 2011

PROFESSIONAL EXPERIENCE

Building Excellent Schools

Lead Founder and Fellow

- Galvanizing the robust support and input of over 100 community leaders and organizations
- Recruiting and developing a high capacity founding board of directors from the community
- Developing a unique, high quality school option and charter application submission

June 2015- Present

Teach For America

Manager, Teacher Leadership and Development

- Consulted a cohort of 30 TFA teachers to strategically improve their pedagogical practice
- Collaborated with various Principals and administrations on refining their schools
- Developed a national staff mentoring programming structure with over 100 members

June 2013 - July 2015

McMaster-Carr Supply Company

Accounts Receivable Supervisor

- Managed the direction of collectors and oversaw the quality of their collection phone calls
- Led the "Portals in Exception" project and reduced the balance aging on national accounts
- Conducted audits that influenced the issuing of transportation and entry credits

July 2012 - June 2013

Atlanta Public Schools

Social Studies Chair at South Atlanta High School

- Assisted 96% of students tested in passing the U.S. History Exam
- Recognized for excellence in instruction by APS
- Managed fellow teachers and the direction of the Social Studies Department

June 2010 - June 2012

Reclamation of Southern Assets Program (R.O.S.A.)

Legal Research Intern

- Conducted extensive legal research
- Created a strategic plan for R.O.S.A. Farms
- Formed a partnership with AmeriCorps in order to house a homeless individual

June 2009 - August 2009

LEADERSHIP

Talented Tenth Program

- Determined the vision and direction for the Executive Board
- Refined the programmatic structure to sustainably mentor more than 30 students annually

October 2008 - Present

The Emerging 100 Black Men of Atlanta (Member)

- Served and mentored the students of B.E.S.T. Academy
- Participated in financial literacy training for the Atlanta community

August 2013 - Present

Morehouse Model United Nations Team (Senior Delegate)

- Represented Morehouse College internationally (Netherlands)
- Composed position papers on various political topics

October 2008 - May 2010

Morehouse College Student Government Association (Class Senator Appropriations Committee)

- Managed and appropriated a budget of \$25,000 to various organizations on campus
- Represented the junior class of over 600 students in the Student Government Association

April 2008 - May 2010

Alpha Phi Alpha Fraternity Incorporated (Executive Council)

- Executive Director of Education/National Programs
- Served as a liaison with several community organizations to coordinate programs

April 2008 - May 2010

SKILLS AND AWARDS

- National Sue Lehmann Award Recipient (out of 5,000 Teachers)
- Proficient in the use of the Spanish language.
- Phi Alpha Delta (Pre-Law society)
- Golden Key International Honor Society (Vice-President)
- Bonner Scholarship to Morehouse College

AURUM PREPARATORY ACADEMY

A proposed 6 - 12 Public Charter School
for the children of Oakland

FOUNDING BOARD RETREAT
April 30 2016



Work Hard | Help Others | Take Risks

Aurum Prep: Agenda



Time	Focus
11:00 – 11:20	Welcome, Overview and Whip Around
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5:45 – 6:00	Questions and Closing



Aurum Preparatory Academy
A Quality Education. A Better Future.

APA: RETREAT OBJECTIVES

Founding Board will:

- Continue to internalize Aurum Prep's mission and vision
- Practice answering key questions with one voice
- Understand the foundational design elements of Aurum Prep
- Internalize our Board's operating procedures

3



Aurum Preparatory Academy
A Quality Education. A Better Future.

Aurum Prep Founding Team



TOYANA CHIN
Senior Marketing Manager,
VMWare



JAMES THOMAS JORDAN
Senior Manager, Regional &
Diversity Outreach
Stanford Alumni Association



JOHN VILLARROEL MORADA
Director of Business Development
Wipro Inc.



KIMBERLY PIGNOLET NERPOUNI
Vice President of Talent Management
GCA Savvian, Inc.



SWATI SAMANTH
Juvenile Dependency Attorney
Law Office of Swati Samanth



VANESSA SIFUENTES-DIMAANO
School Improvement Partner
Oakland Unified School District



JOSEPH D. WEINSTEIN-CARNES
Director, Bay Area Facilities
California Charter Schools Association



DAVID DEXTER HARDIN
Lead Founder, Proposed Executive Director
Aurum Preparatory Academy

4



Whip Around



- Describe Aurum Prep in one word
- Send a message to: 37607
- In the text box type: Aurum and then your response



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Preparatory

Terms and Measures of Success

API	SRI	A – G completion
<ul style="list-style-type: none"> Achievement Performance Index- rated on a scale from 200 – 1,000; a score of 800 is considered on grade level. 	<ul style="list-style-type: none"> Scholastic Reading Inventory- Measures whether students are reading on grade level. 	<ul style="list-style-type: none"> Measures whether or not students have taken the necessary course work in high school to be admitted to a University of California school.

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Preparatory

Our Target Community: Sample Feeder Pattern

District 7 Feeder Pattern					
School	2013 Growth API	3 Year Average API	2015 – 2016 SRI Results	Chronic Absence	A – G Completion
Reach Academy Elementary School	628	617	13.1%	23%	N/A
Elmhurst Community Prep Middle School	627	666	21%	18.2%	N/A
Castlemont High School	509	N/A	23.2%	18.8%	16.7%

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Aurum Preparatory Academy
In Quality Education is a Responsibility

Reality

For different results, you need a different school

11

Aurum Preparatory Academy
In Quality Education is a Responsibility

Norms

- Ask questions
- Leverage your own learning style
- Practice perfect
- Speak to the group
- Technology free (*if possible*)
- Leave today knowing more about Founding Board members and feeling part of a team

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Aurum Prep: Agenda

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3

THROUGH [REDACTED] AND [REDACTED]
 [REDACTED], AURUM PREPARATORY CHARTER SCHOOL [REDACTED] ALL OF
 ITS STUDENTS, GRADES 6 – 12, TO SUCCEED [REDACTED] AND
 TO SERVE AS THE NEXT GENERATION OF [REDACTED]

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THROUGH RIGOROUS INSTRUCTION AND POSITIVE CHARACTER EDUCATION, AURUM PREPARATORY CHARTER SCHOOL EDUCATES ALL OF ITS STUDENTS, GRADES 6 – 12, TO SUCCEED IN COLLEGE AND LIFE AND TO SERVE AS THE NEXT GENERATION OF MORAL LEADERS.

Every Word Matters



Strong Mission Statements are:

- Concise
- Specific
- Ambitious and Measurable
- Memorable



Aurum Preparatory

Vision and Core Principles

Take **5 minutes** to review the executive summary for **Aurum Prep**. Then answer the reflection questions.

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Aurum Preparatory

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Aurum Preparatory Academy

Sample Daily Schedule

Aurum Preparatory Academy Sample Schedule for Grade 6 – Monday, Tuesday, Thursday, and Friday					
Block	Time	Berkley 6	Stanford 6	Morehouse 6	Harvard 6
	7:10 – 7:20	Staff Morning Huddle			
	7:25	Doors Open, Breakfast Available (Last Breakfast served at 7:45)			
	7:50	Official start to school day			
	7:50 – 8:20	Morning Advisory / DEAR / Homework Collection			
	8:20 – 8:30	Mindfulness/Technological Literacy			
	8:30 – 9:10	Morning Focus			
1	9:10 – 10:00	Reading	Math Procedures	Writing	Science
2	10:00 – 11:00	Science	Reading	Problem Solving	Math Procedures
	11:00 – 11:10	Break / Snack / DEAR			
3	11:10 – 12:00	Math Procedures	Science	Math Procedures	Writing
	12:00 – 12:40	Lunch			
4	12:40 – 1:30	Writing	Problem Solving	Science	Reading
5	1:30 – 2:40	Problem Solving	Writing	Reading	Problem Solving
	2:40 – 2:50	Break			
	2:50 – 3:30	Design Thinking/Physical Education			
	3:30 – 4:30	Afternoon Focus / Academic Support			
	4:30	Dismissal			
	4:30 – 5:00	Detention / Homework Club / Academic Support			

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Aurum Preparatory Academy

Daily Schedule: College Prep

LITERACY

- 30 Minutes of DEAR
- 100 Minutes of Reading/Writing
- 50 Minutes of Social Studies/Science
- 60 Minutes of Afternoon Focus

MATH

- 100 Minutes of Math (Math Procedures and Math Problem Solving)
- 40 Minutes of Morning Focus

College Going Culture

- Homerooms named after local and prestigious colleges
- College banners and regalia through out the school
- Field trips to visit local colleges every year

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Propagatory Academy

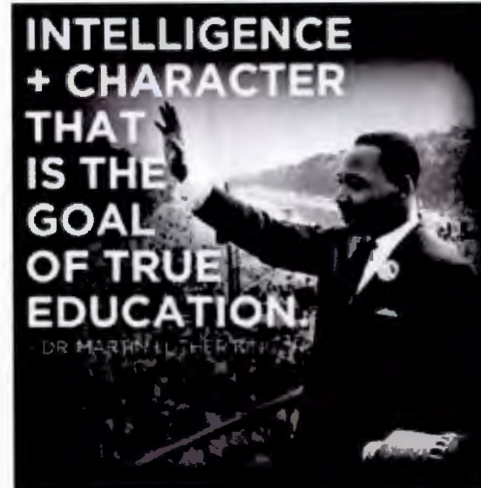
Daily Schedule: Character Development

Character Development

- Morning mindfulness
- Learn the "7 Habits"
- Build healthy relationships with peers and advisor
- Build empathy for others

Language

- Teachers provide feedback in with the FIRST values, i.e., "David is showing respect by holding the door for his team mates."
- Students learn productive manners with which to agree and disagree through the habits of discussion.



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Propagatory Academy

Student Supports and Personalized Learning

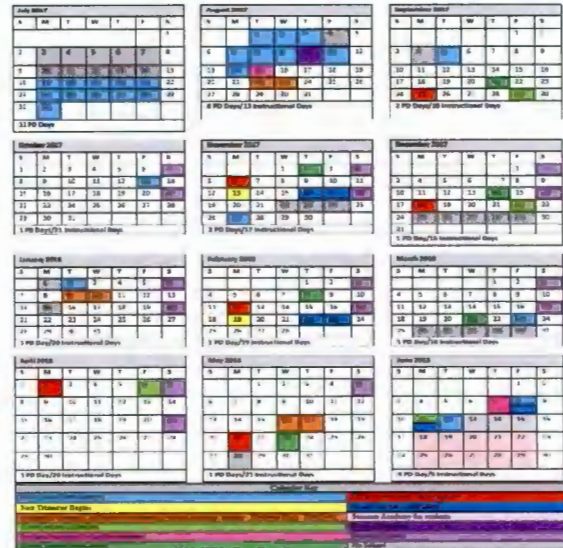
- "There is nothing so unequal as the equal treatment of unequals." –Aristotle
- Focus - a time in the day where students are given targeted instruction.
- This structure ensures that every student gets the targeted and individualized support they need.

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Annual Calendar

With a NEW partner, take
5 minutes to review our
**Sample School
Calendar**



The Result

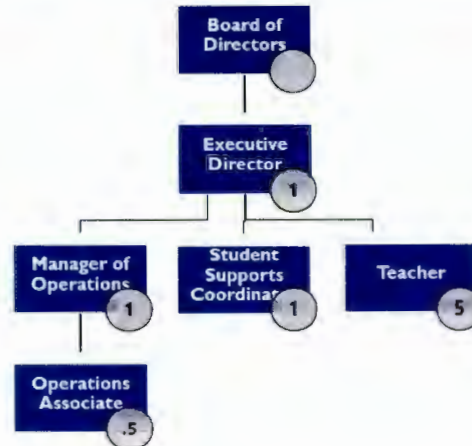
Annual and Daily Time Comparison			
	Instructional Days	Avg. Daily Hours	Total Annual Hours
National Average	180	6.7	1,206
OUSD as of 2015 – 2016	180	6.6	1,188
Aurum Prep	185	8.33	1,524.39
Annual Difference between Aurum Prep and National Average	+5 Days	+1.63	+318.39 (or 47 school days)
Annual Difference between Aurum Prep and OUSD	+5 days	+1.7	+336.39 (or 50 school days)



Preparatory

Org Chart:Year I

Year: 2017-2018
 Grades: 6-12
 Enrollment: 120
 Staff: 8.5 FTE



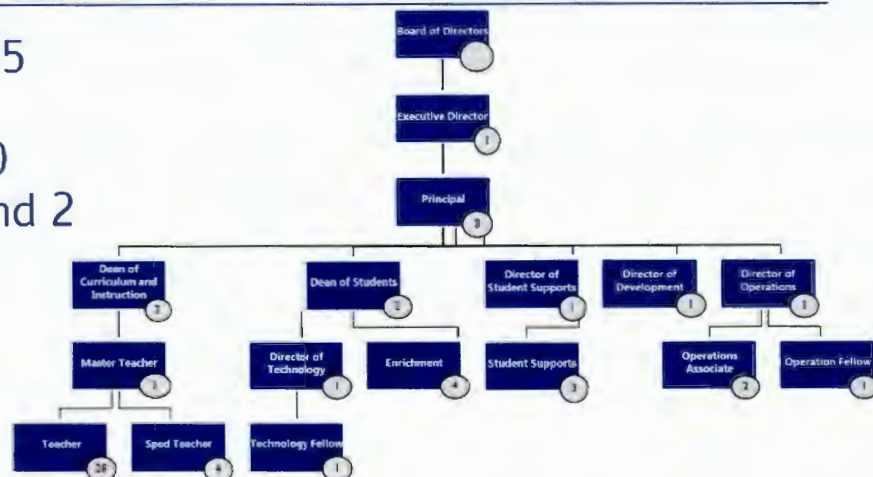
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Preparatory

Org Chart:Y5

Year: 2024-2025
 Grades: 6-12
 Enrollment: 600
 Staff: 46 FTE and 2
 Fellows



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Aurum Prep: Agenda

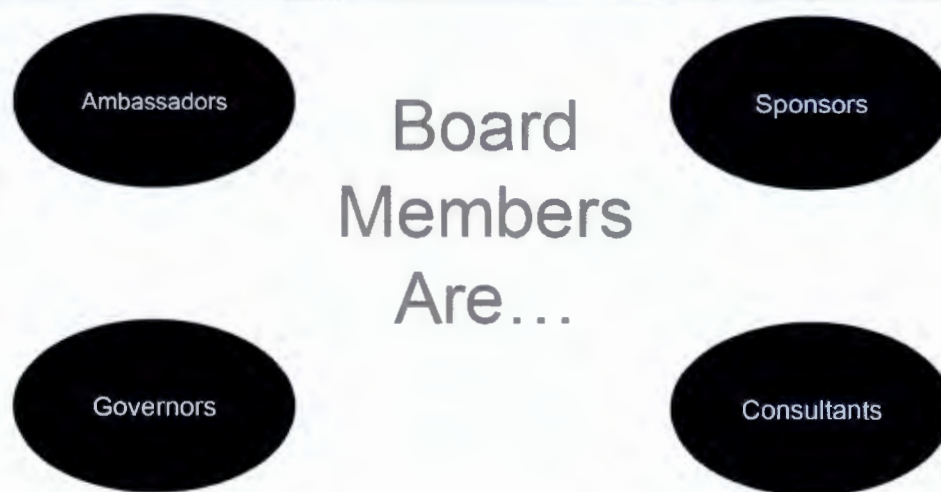
A Founding Board is assembled because:

- Charters are authorized to groups, not individuals
- Authorizer expects qualified, experienced, broadly representative body to support and present charter application, lending legitimacy to the process
- Effective Founding Board helps move the work forward
- School leader is just one person with limited experience and skills
- Founding Board seeds charter school's governing Board of Directors

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Governance vs Management



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Aurum Preparatory Academy
A Quality Education for All

Governance vs Management

Founding Boards

Members are appointed

Focus on building community support

Work as committee of the whole

Lead Founder is a member

Governing Boards

Members are elected

Focus on charter oversight and accountability to the authorizer

Have standing committees and elected officers

Include hired School Leader as an ex-officio member

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Aurum Preparatory Academy
A Quality Education for All

Governance is Not Management.

How

Governing Boards work on:

- Vision
- Mission
- Goals
- Policies

Board Members monitor.

Board Members vote.

How Well

Charter School Leaders work on:

- Objectives
- Strategies
- Action Plans
- Procedures

School Leaders implement.

School Leaders recommend.

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Oakland Preparatory Academy

Authorizer Prep

The Oakland Unified School District (OUSD) - a charter school authorizer established for the purpose of sponsoring charter schools in Oakland.

The purpose is to:

- Review a proposal to establish a charter school
- Make a decision on the proposal as required
- Monitor charter schools sponsored by the charter board
- Publish guidelines concerning the review process

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Oakland Preparatory Academy

Practice Perfect Like Steph Curry

- 2014 – 2015 MVP
- 2014 – 2015 All Star
- Most Three Pointers Made in a Game
- Most Ankles Broken





Mock Interview

- Sit next to your Primary and Secondary Owner
- Take 5 minutes to prepare for the mock interview
- Remember to lean in and help where necessary
- Be conscious of body posture and language



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Mock Interview Review

- Select the one question you need the most practice with and go over it with your primary and secondary responder

Board Member A	Board Member B
Ask the question.	Answer the question (2 minutes).
Provide feedback according to the rubric (30 seconds).	Do not respond to feedback verbally. Implement the feedback.
Ask the question again.	Answer the question utilizing feedback (2 minutes).
Provide feedback according to the rubric (30 seconds).	Respond to the feedback (30 seconds).

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Preparatory

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Preparatory

By-Laws

- Similar to the constitution in that it establishes how the organization works
- Legally binding document
- What stood out to you or surprised you?



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Proprietary

Conflict of Interest Policy

- Designed to set ethical boundaries for the Board
- Addresses real or perceived conflict of interest
- Make the conflict known and recuse yourself from the matter

**A Conflict of Interest Policy
Incorporates an Organization's
Ethics, Values and Integrity**



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Proprietary

Committees

- Designed to get the actual work of the Board done
- Increases the extent to which Board meetings can run effectively
- Types: Academic Achievement, Finance, Governance, and Development



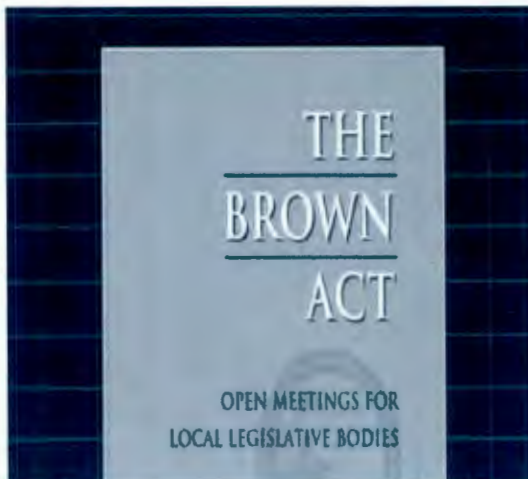
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Aurum Preparatory

The Brown Act

- Open Meeting Law
- Agendas and meeting minutes must be made public
- There must be a space for public comment
- Full Board and Committee Meetings
- Closed Meetings



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Aurum Preparatory

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Revenue

STATE

- Basic Grant – Approximately \$8,795 per student
 - To be conservative we did not increase this annually on the budget, although an increase in per student allocation is likely
- Textbook Reimbursement (based on Free and Reduced Lunch %)
- Local Control Funding Formula (LCFF)

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Revenue

FEDERAL

- Individuals with Disabilities Education Improvement Act (IDEA)
- Title I – based on FRL%, provides extra academic support
- Title II – based on FRL%, supports teacher development
- Federal Lunch Program - \$2.98 per FRL
- Federal Breakfast Reimbursement - \$1.93 per FRL
- Erate – provides discounts to assist schools to obtain affordable telecommunications and internet access
 - Unsure if this will continue

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Revenue

OTHER

- Walton Family Foundation Grant - \$325,000
- Fundraising
 - Board commitment - \$30,000

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Revenue

NOT IN BUDGET

- Examples of Grants we will pursue
 - Public Charter Schools Program (PCSP) - \$200,000
 - Very competitive, national pool
 - Silicon Schools Foundation - Personalized Learning
 - Rogers Foundation- Personalized Learning
- Line of Credit

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Revenue

FUND DEVELOPMENT PRIORITIES

- Additional Teacher Y1 (\$47,000)
- Bump up hiring timeline for Manager of Operations (\$20,000)
- Additional funds in rent/mortgage (\$40,000)
- Marketing and student recruitment (\$10,000)

FUND DEVELOPMENT COMMITTEE

- Form in July 2016
- Once authorized, start aggressive fund development efforts

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Back Office Provider

Abacus Education Partners

- State reporting and compliance systems
- Worked with several charters in the district, i.e. Kipp Bridge

BRIAN ADAMS

- Charter school CPA
- Works for Abacus Education Partners

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Facilities

- Proposition 39- an act that stipulates that districts share unused facility space with charters
- Senate Bill 740- a bill that enacts a grant for new charter schools to rent/lease facility space
- Potential Locations- EC Reams, Eastmont Mall, Co-Locating with Castlemont Community Transformation School
- Facilities Committee
 - Form in May 2016
 - Work w/ Mike Ronan



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Preparatory

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1:20-1:30	Break
1:30 – 2:30	Governance vs Management (Working Lunch)
2:30 – 3:30	Practice Interview
3:30 – 4:15	By-Laws, COI, and Committees
4:15 – 4:25	Break
4:25 – 5:05	Finances and Facilities
5:05 – 5:35	Community Outreach
5:35 – 5:45	Work Ahead
5:45 – 6:00	Questions and Closing

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Preparatory

We Are All Ambassadors and Recruiters

- Represent the school in a professional and competent manner
- Attend at least one community meeting per month
- Speak on behalf of the school with Optimism, Clarity, and Determination
- Promote the school in online spaces via the online petition



Enrollment



What can you do to make sure we all sleep?

With a partner, chat about the Board's role in recruitment.
Brainstorm a list of 3 strategies that could positively impact
our recruitment and enrollment efforts.

You have **5 minutes**.

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Aurum Prep: Agenda



Time	Focus
11:00 – 11:20	Welcome, Overview, & Whip Around
11:20 – 11:45	Introduction and Context
11:45 – 12:20	Mission, Vision, and Core Principles
12:20 – 1:20	School Operations
1:20-1:30	Break
1:30 – 2:30	Governance vs Management (Working Lunch)
2:30 – 3:30	Practice Interview
3:30 – 4:15	By-Laws, COI, and Committees
4:15 – 4:25	Break
4:25 – 5:05	Finances and Facilities
5:05 – 5:35	Community Outreach
5:35 – 5:45	Work Ahead
5:45 – 6:00	Questions and Closing

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Aurum Preparatory Academy

Next Steps

Community Outreach	Community Support	Goals	Community Outreach
Sign up to support with the planning for our community canvassing	Gather at least 5 letters of support from Community Supporters. (This includes business leaders, non-profit leaders, political leaders etc.)	Over 2000 signatures by June 1 st (Each Board member collects at least 30) At least 60 intent to enroll forms At least 30 community partnership letters (at least 5 per Board member)	Attend at least 1 community event and share (formally or informally) the work we are doing to bring Aurum Prep to Deep East Oakland.

Due: Now

Due: Monday, May 15thDue: Monday, May 30th

Due: Ongoing Monthly

All:

- Choose at least one event from the Community Outreach list to attend with David
- Encourage friends, family, acquaintances etc. to attend April and May information sessions



Aurum Preparatory Academy

Authorizer Prep

- Topic Assignments
- Ways to Prep
 - Review list of possible questions and bullet points provided by DH
 - HireVue assignments
 - 1:1 phone and in-person coaching with DH



Aurum Prep: Agenda

Time	Focus
11:00 – 11:20	Welcome, Overview, & Whip Around
11:20 – 11:45	Introduction and Context
11:45 – 12:20	Mission, Vision, and Core Principles
12:20 – 1:20	School Operations
1:20-1:30	Break
1:30 – 2:30	Governance vs Management (Working Lunch)
2:30 – 3:30	Practice Interview
3:30 – 4:15	By-Laws, COI, and Committees
4:15 – 4:25	Break
4:25 – 5:05	Finances and Facilities
5:05 – 5:35	Community Outreach
5:35 – 5:45	Work Ahead
5:45 – 6:00	Questions and Closing

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THROUGH [REDACTED] AND [REDACTED]
 [REDACTED], AURUM PREPARATORY CHARTER SCHOOL [REDACTED] ALL OF
 ITS STUDENTS, GRADES 6 – 12, TO SUCCEED [REDACTED] AND
 TO SERVE AS THE NEXT GENERATION OF [REDACTED]

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Appendix S– Letter of Financial Support from Board of Directors



Through rigorous instruction and positive character education, Aurum Preparatory Academy Charter School educates all students in grades 6 through 12 to succeed in college and life and serve as the next generation of moral leaders.

August 18, 2016

OUSD Office of Charter Schools
1000 Broadway, Suite 639
Oakland, CA 94607

Dear OUSD Office of Charter Schools,

This letter serves the purpose of articulating the Board's financial commitment to Aurum Preparatory Academy from the pre-operational planning year through year three of operation, should our charter be approved. Collectively, the Board is committed to providing and raising a minimum of \$30,000 annually towards to school's general fund.

The Board wholeheartedly believes in the mission of Aurum. We are enthusiastic about the opportunity to close the achievement gap for the students of east Oakland preparing them for success in high school, college, and in life.

Sincerely,

Kimberly Pignolet Nerpouni
Board Chair
Aurum Preparatory Academy

Appendix T– Letter of Financial Support from Building Excellent Schools



August 22, 2016

Oakland Unified School District
Trans Pacific Centre Building
1000 Broadway #680
Oakland, CA 94607

Re: Commitment of Start-Up Funds to Aurum Preparatory Academy Charter School

To Whom It May Concern:

We are pleased to inform you that Building Excellent Schools Post Authorization Fund, infused through funding provided by the Walton Family Foundation to Building Excellent Schools, will make available \$325,000 of start-up funds to Aurum Preparatory Academy Charter School for the start-up year (fiscal year 2016-2017) upon charter authorization. These funds will be characterized as a \$325,000 grant.

The grant is given in support of the start-up needs of Aurum Preparatory Academy Charter School and will be contingent upon authorization of Aurum Preparatory Academy Charter School.

Sincerely,

A handwritten signature in black ink that reads "Susan Walsh".

Susan Walsh
Chief Academic Officer
Building Excellent Schools

SCHOOL DESIGN FELLOWSHIP SUPPORTS AND RESOURCES



In addition to the coaching and support provided during the fellowship pilot, continued and/or additional supports will be considered at the end of the pilot based on the fellow's quality completion of coaching/development benchmarks, further program development, available funding, and other factors.

* If previously unfunded by Ed78/NSVF

** Based on Ed78 Launch Funding Diligence

*** Based on growth plan for funded school

Appendix V- Budget

Multi-Year Budget Projection

AURUM PREPARATORY ACADEMY

MULTI-YEAR BUDGET PROJECTION

This charter school uses the following basis of accounting:

- ☒ Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6300, 7438, 9400-9499, and 9650-9659)
- ☐ Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	STARTUP	YEAR 1			Totals for	Totals for	Totals for	Totals for
		YEAR	Unrestricted	Restricted	Total	YEAR 2	YEAR 3	YEAR 4	YEAR 5
A. REVENUES									
1. LCFF Sources									
State Aid - Current Year	8011		897,257.00		897,257.00	1,887,590.00	3,023,499.00	3,023,500.00	3,023,500.00
Other Revenue Limit Transfers	8091, 8097				0.00				
Total, LCFF Revenue Limit Sources		0.00	1,180,754.00	0.00	1,180,754.00	2,454,583.59	3,798,749.39	3,798,750.00	3,798,750.00
2. Federal Revenues									
No Child Left Behind	8290	126,500.00		281,577.00	281,577.00	338,904.00	171,981.00	171,981.00	171,981.00
Special Education - Federal	8181, 8182			0.00	0.00	3,371.00	4,966.00	4,966.00	4,966.00
Child Nutrition - Federal	8220			118,467.00	118,467.00	244,043.00	377,046.00	388,357.00	400,008.00
Other Federal Revenues	8110, 8260-8299				0.00				
Total Federal Revenues		126,500.00	0.00	400,044.00	400,044.00	586,258.00	553,993.00	565,304.00	576,955.00
3. Other State Revenues									
Charter Categorical Block Grant (8480 NIA thru 201M15 - SED3-4)	NA				0.00				
Special Education - State	StateRevSE			52,292.00	52,292.00	104,584.00	156,875.00	156,875.00	156,875.00
All Other State Revenues	StateRevAO		3,938.00	129,990.00	133,928.00	152,855.00	214,282.00	214,282.00	214,282.00
Total Other State Revenues		0.00	3,938.00	182,282.00	186,220.00	297,439.00	371,157.00	371,157.00	371,157.00
Total Other State Revenues		0.00	3,938.00	182,282.00	186,220.00	297,439.00	371,157.00	371,157.00	371,157.00
4. Other Local Revenues									
All Other Local Revenues	LocalRevAO	520,000.00	89,200.00	6,163.00	97,363.00	112,216.00	127,321.00	130,133.00	132,411.00
Total Local Revenues		520,000.00	89,200.00	6,163.00	97,363.00	112,216.00	127,321.00	130,133.00	132,411.00
5 TOTAL REVENUES		646,500.00	1,273,892.00	590,489.00	1,064,381.00	3,450,496.59	4,851,820.39	4,865,344.00	4,879,273.00
B. EXPENDITURES									
1. Certificated Salaries									
Certificated Teachers' Salaries	1100	0.00	93,013.00	191,987.00	285,000.00	638,800.00	960,115.00	968,919.00	1,018,595.00
Certificated Pupil Support Salaries	1200	0.00	60,000.00	25,000.00	105,000.00	226,600.00	355,403.00	366,063.00	377,045.00
Certificated Supervisors' and Administrators' Salaries	1300	91,250.00	65,000.00	150,000.00	215,000.00	221,450.00	403,143.00	415,236.00	427,694.00
Other Certificated Salaries	1900				0.00				
Total Certificated Salaries		91,250.00	238,013.00	366,987.00	605,000.00	1,086,850.00	1,718,661.00	1,770,218.00	1,823,324.00
2. Non-certificated Salaries									
Non-certificated Instructional Aides' Salaries	2100	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal	2300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	0.00	40,000.00	0.00	40,000.00	41,200.00	111,395.00	114,736.00	118,178.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Non-certificated Salaries		0.00	40,000.00	0.00	40,000.00	41,200.00	111,395.00	114,736.00	118,178.00
3 Employee Benefits									
STRS	3101-3102				0.00				
PERS	3201-3202				0.00				

65	PERS	3201-3202				0.00				
66	QASDI / Medicare / Alternative	3301-3302	6,981.00	21,268.00	26,075.00	49,343.00	86,281.00	138,998.00	144,189.00	148,525.00
67	Health and Welfare Benefits	3401-3402	0.00	43,448.00	57,352.00	100,800.00	181,632.00	285,170.00	293,725.00	302,537.00
68	Unemployment Insurance	3501-3502	476.00	1,231.00	1,625.00	2,956.00	4,998.00	7,616.00	7,616.00	7,616.00
69	Workers' Compensation Insurance	3601-3602	1,734.00	5,282.00	6,973.00	12,255.00	21,429.00	34,771.00	35,814.00	36,889.00
70	OPEB, Allocated	3701-3702				0.00				
71	OPEB, Active Employees	3751-3752				0.00				
72	PERS Reduction (for revenue limit funded schools)	3801-3802				0.00				
73	Other Employee Benefits	3901-3902	2,736.00	8,340.00	11,010.00	19,350.00	33,836.00	54,902.00	56,549.00	58,245.00
74	Total, Employee Benefits		11,927.00	79,569.00	105,035.00	184,804.00	328,236.00	522,458.00	537,903.00	553,612.00
75										
76	4. Books and Supplies									
77	Approved Textbooks and Core Curricula Materials	4100	0.00	26,400.00		26,400.00	27,182.00	28,008.00	0.00	0.00
78	Books and Other Reference Materials	4200	0.00	3,960.00		3,960.00	4,079.00	4,201.00	0.00	0.00
79	Materials and Supplies	4300	0.00	53,460.00		53,460.00	10,128.00	170,147.00	175,252.00	180,508.00
80	Noncapitalized Equipment	4400	1,452.00	101,233.00		101,233.00	124,453.00	159,282.00	93,842.00	96,657.00
80	Noncapitalized Equipment	4400	1,452.00	101,233.00		101,233.00	124,453.00	159,282.00	93,842.00	96,657.00
81	Food	4700	0.00	13,163.00	119,467.00	131,630.00	271,159.00	418,940.00	431,508.00	444,454.00
82	Total Books and Supplies		1,452.00	198,216.00	119,467.00	316,883.00	537,011.00	780,578.00	700,602.00	721,620.00
83										
84	5. Services and Other Operating Expenditures									
85	Subagreements for Services	5100	0.00	0.00		0.00	0.00	0.00	0.00	0.00
86	Travel and Conferences	5200	500.00	3,000.00		3,000.00	6,695.00	10,073.00	10,361.00	10,692.00
87	Dues and Memberships	5300	49.00	4,340.00		4,340.00	4,887.00	5,288.00	5,726.00	5,898.00
88	Insurance	5400	0.00	5,971.00		5,971.00	12,301.00	19,005.00	19,575.00	20,162.00
89	Operations and Housekeeping Services	5500	0.00	23,265.00		23,265.00	47,926.00	74,046.00	76,267.00	78,995.00
90	Rentals, Leases, Repairs, and Noncap. Improvements	5600	0.00	92,040.00	0.00	92,040.00	169,338.00	254,143.00	255,827.00	257,562.00
91	Professional/Consulting Services and Operating Expe	5800	56,703.00	513,230.00		513,230.00	756,006.00	880,084.00	816,470.00	833,972.00
92	Communications	5900	0.00	18,600.00		18,600.00	19,758.00	19,733.00	20,325.00	20,934.00
93	Total Services and Other Operating Expenditures		57,252.00	660,446.00	0.00	660,446.00	1,015,311.00	1,182,649.00	1,204,571.00	1,227,775.00
94										
95	6. Capital Outlay									
96	Capital Outlay									
96	(Objects 6100-6170, 6200-6500 for mod. accrual basis)									
97	Sites and Improvements of Sites	6100-6170				0.00				
98	Buildings and Improvements of Buildings	6200				0.00				
99	Books and Media for New School Libraries or Major									
99	Expansion of School Libraries	6300				0.00				
100	Equipment	6400				0.00				
101	Equipment Replacement	6500				0.00				
102	Depreciation Expense (for full accrual only)	6500				0.00				
103	Total Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
104										
105	7. Other Outgo									
106	Tuition to Other Schools	7110-7143				0.00				
107	Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00				
108	Transfers of Apportionments to Other LEAs - Spec. Ed	7221-7223SE				0.00				
109	Transfers of Apportionments to Other LEAs - All Other	7221-7223AD				0.00				
110	All Other Transfers	7291-7299	0.00	35,423.00		35,423.00	73,636.00	113,962.00	113,963.00	113,963.00
111	Debt Service:									
112	Interest	7436	0.00	0.00		0.00	609.00	475.00	342.00	208.00
113	Principal	7439				0.00				
114	Total, Other Outgo		0.00	35,423.00	0.00	35,423.00	74,247.00	114,437.00	114,305.00	114,171.00
115										
116	8 TOTAL EXPENDITURES		161,913.00	1,251,667.00	590,489.00	1,842,156.00	3,082,655.00	4,438,178.00	4,442,335.00	4,558,880.00
117										
118	C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES									
119	BEFORE OTHER FINANCING SOURCES AND USES		484,587.00	22,225.00	0.00	22,225.00	367,841.59	421,642.39	423,009.00	320,393.00

Description	Object Code	Totals for YEAR	YEAR 1			Totals for YEAR 2	Totals for YEAR 3	Totals for YEAR 4	Totals for YEAR 5
			Unrestricted	Restricted	Total				
D. OTHER FINANCING SOURCES / USES									
1. Other Sources	8930-8979				0.00				
2. Less: Other Uses	7630-7699				0.00				
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00				
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE		484,587.00	22,225.00	0.00	22,225.00	367,841.59	421,642.39	423,009.00	320,393.00
F. FUND BALANCE, RESERVES									
1. Beginning Fund Balance									
a. As of July 1	9791	0.00	484,587.00		484,587.00	506,812.00	874,653.59	1,296,295.98	1,719,304.98
b. Adjustments to Beginning Balance	9793-9795				0.00				
c. Adjusted Beginning Balance		0.00	484,587.00	0.00	484,587.00	506,812.00	874,653.59	1,296,295.98	1,719,304.98
2. Ending Fund Balance, June 30 (E + F.1.c.)		484,587.00	506,812.00	0.00	506,812.00	874,653.59	1,296,295.98	1,719,304.98	2,838,697.98

139									
140	Components of Ending Fund Balance								
141	a. Nonspendable								
142	Revolving Cash	9711			0.00				
143	Stores	9712			0.00				
144	Prepaid Expenditures	9713			0.00				
145	All Others	9719			0.00				
146	b. Restricted	9740		0.00	0.00				
147	c. Committed								
148	Stabilization Arrangements	9750			0.00				
149	Other Commitments	9763			0.00				
150	d. Assigned								
151	Other Assignments	9780			0.00				
152	e. Unassigned/Unappropriated								
153	Reserve for Economic Uncertainties (% of Total)	9789	184,216.00	308,266.00	308,266.00	443,018.00	444,234.00	455,808.00	455,808.00
154	Undesignated / Unappropriated Amount	9790	300,371.00	198,546.00	0.00	198,546.00	431,635.53	852,061.98	1,263,416.98

FCMAT LCFF Calculator

	LCFF Calculator Universal Assumptions									
	New LEA (TBD) - Aurora Preparatory									
	Summary of Funding									
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
6	Target	\$ -	\$ -	\$ -	\$ -	\$ 1,180,754	\$ 2,454,584	\$ 3,798,749	\$ 3,798,749	
7	Floor					1,180,754	2,375,728	3,563,592	3,563,592	
8	Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	TARGET	TARGET	TARGET	TARGET	
9	Remaining Need after Gap (Informational only)	-	-	-	-	-	-	-	-	
10	Current Year Gap Funding	-	-	-	-	-	-	-	-	
11	Economic Recovery Target	-	-	-	-	-	-	-	-	
12	Additional State Aid	-	-	-	-	-	-	-	-	
13	Total Phase-In Entitlement	\$ -	\$ -	\$ -	\$ -	\$ 1,180,754	\$ 2,454,584	\$ 3,798,749	\$ 3,798,749	
14										
	Components of LCFF By Object Code									
		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
17	8011 - State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 897,257	\$ 1,887,590	\$ 3,023,499	\$ 3,023,499
18	8011 - Fair Share	-	-	-	-	-	-	-	-	-
19	8011 & 8630 - Categoricals	-	-	-	-	-	-	-	-	-
20	EPA (for LCFF Calculation purposes)	-	-	-	-	-	25,080	50,160	-	-
21	Local Revenue Sources	-	-	-	-	-	-	-	-	-
22	8021 to 8089 - Property Taxes	-	-	-	-	-	-	-	-	-
23	8095 - In-Lieu of Property Taxes	-	-	-	-	-	258,417	516,834	775,250	775,250
24	Property Taxes not in lieu	-	-	-	-	-	-	-	-	-
25	TOTAL FUNDING	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,180,754	\$ 2,454,584	\$ 3,798,749	\$ 3,798,749
26	Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27	Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
28	Total Phase-In Entitlement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,180,754	\$ 2,454,584	\$ 3,798,749	\$ 3,798,749
29	8012 - EPA Receipts (for budget & cashflow)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,080	\$ 50,160	\$ -	\$ -
30										
	Summary of Student Population									
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
33	Unduplicated Pupil Population									
34	Agency Unduplicated Pupil Count	-	-	-	-	118.80	237.60	356.40	356.40	
35	CDE Unduplicated Pupil Count	-	-	-	-	-	-	-	-	
36	Total Unduplicated pupil Count	-	-	-	-	118.80	237.60	356.40	356.40	
37	Rolling % Supplemental Grant	0.0000%	0.0000%	0.0000%	0.0000%	90.0000%	90.0000%	90.0000%	90.0000%	
38	Rolling % Concentration Grant	0.0000%	0.0000%	0.0000%	0.0000%	78.0700%	78.0700%	78.0700%	78.0700%	
39										
40										
41	FUNDED ADA									
42	Adjusted Base Grant ADA	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	
43	Grades TK-3	-	-	-	-	-	-	-	-	
44	Grades 4-6	-	-	-	-	125.40	125.40	125.40	125.40	
45	Grades 7-8	-	-	-	-	-	125.40	250.80	250.80	
46	Grades 9-12	-	-	-	-	-	-	-	-	
47	Total Adjusted Base Grant ADA	-	-	-	-	125.40	250.80	376.20	376.20	
48										
49	Necessary Small School ADA	Current year	Current year	Current year	Current year	Current year	Current year	Current year	Current year	
50	Grades TK-3	-	-	-	-	-	-	-	-	
51	Grades 4-6	-	-	-	-	-	-	-	-	
52	Grades 7-8	-	-	-	-	-	-	-	-	
53	Grades 9-12	-	-	-	-	-	-	-	-	
54	Total Necessary Small School ADA	-	-	-	-	-	-	-	-	
55	Total Funded ADA	0.00	0.00	0.00	0.00	125.40	250.80	376.20	376.20	
56										
57	ACTUAL ADA (Current Year Only)									
58	Grades TK-3	-	-	-	-	-	-	-	-	
59	Grades 4-6	-	-	-	-	125.40	125.40	125.40	125.40	
60	Grades 7-8	-	-	-	-	-	125.40	250.80	250.80	
61	Grades 9-12	-	-	-	-	-	-	-	-	
62	Total Actual ADA	-	-	-	-	125.40	250.80	376.20	376.20	
63	Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-	
64										
	Minimum Proportionality Percentage (MPP)									
		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
72	Current year estimated supplemental and concentration grant funding in the LCAP year	\$ -	\$ -	\$ -	\$ -	\$ 196,504	\$ 225,881	\$ 640,773	\$ -	
73	Current year Minimum Proportionality Percentage (MPP)		0.00%	0.00%	0.00%	19.96%	10.14%	20.29%	0.00%	

Three-Year Cash Flows

AURUM PREPARATORY ACADEMY		YEAR 1 - PROJECTED CASH FLOW															
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total	
Actuals through Month of:		NA															
A	Beginning Cash	9110	484,587	994,985	896,146	865,695	824,907	887,445	858,503	921,682	836,803	738,484	703,764	708,324	484,587		
B	Receipts																
	LCFF Sources																
	State Aid - Current Year	8011	376,848	44,863	80,753	80,753	80,753	80,753	14,156	14,356	14,356	14,356	14,357	897,257	0	897,257	
	Education Protection Account	8012					6,270		6,270		6,270			18,810	6,270	25,080	
	State Aid - Prior Years	8019												0		0	
	Local In Lieu of Prop. Taxes	8096	72,357	15,905	31,010	20,673	20,673	20,673	20,673	7,236	7,236	7,236	7,236	251,181	7,236	258,417	
	Federal Revenue (List)	8100-8299												0		0	
	No Child Left Behind					74,750					57,327	74,750		206,827	74,750	281,577	
	Special Education - Federal													0		0	
	Child Nutrition - Federal					11,847	11,847	11,847	11,847	11,847	11,847	11,847	11,847	94,774	23,693	118,467	
	Other State Revenue (List)	8300-8599												0		0	
	Special Education - State					10,458			10,458	10,458	10,458	10,458		52,252		52,252	
	State Lottery/ Other state												1,740	1,740	18,688	21,428	
	ASES after school grant							56,250				28,125		84,375	28,125	112,500	
	Charter School Facility Grant Program SB740						0							0	0	0	
	Other Local Revenue (List)	8600-8799												0		0	
	Food Service				907	907	907	907	907	907	907	907	907	8,163		8,163	
	Educate 78			29,600				29,600						59,200		59,200	
	Fundraising				3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	30,000		38,000	
	Interfund Transfers In	8818-8829												0		0	
	All Other Financing Sources	8930-8979												0		0	
	Other Receiptation-Revenue	THANS												0		0	
	Total Receipts		449,205	89,968	116,003	105,667	208,991	117,513	209,633	61,574	48,137	111,734	151,014	35,179	1,704,619	159,762	1,864,381
C	Disbursements																
	Certificated Salaries	1000-1999	50,417.00	50,417.00	50,417.00	50,417.00	50,417.00	50,417.00	50,417.00	50,417.00	50,417.00	50,417.00	50,415.00	605,000.00		605,000.00	
	Classified Salaries	2000-2999	3,333.00	3,333.00	3,334.00	3,333.00	3,333.00	3,334.00	3,333.00	3,333.00	3,333.00	3,333.00	3,334.00	40,000.00		40,000.00	
	Employee Benefits	3000-3999	15,384.00	15,384.00	15,383.00	15,384.00	15,383.00	15,384.00	15,383.00	15,384.00	15,383.00	15,384.00	15,383.00	184,604.00		184,604.00	
	Books & Supplies	4000-4999	61,694.00	61,694.00	19,332.00	19,331.00	19,332.00	19,331.00	19,332.00	19,331.00	19,332.00	19,331.00	19,332.00	316,683.00		316,683.00	
	Services	5000-5999	55,037.00	55,037.00	55,037.00	55,037.00	55,037.00	55,037.00	55,037.00	55,037.00	55,037.00	55,037.00	27,521.00	632,928.00	27,518.00	660,446.00	
	Capital Outlay	6000-6999												0.00		0.00	
	Other Outgo	7000-7499	2,952.00	2,952.00	2,952.00	2,952.00	2,952.00	2,952.00	2,952.00	2,952.00	2,952.00	2,952.00	2,950.00	39,422.00		39,422.00	
	Interfund Transfers Out	7500-7629												0		0	
	All Other Financing Uses	7630-7699												0		0	
	Other Disbursement/Non-Exp.													0		0	
	Total Disbursements		188,807	188,807	146,455	146,454	146,454	146,455	146,454	146,454	146,455	146,454	146,454	118,934	1,814,637	27,518	1,842,155
D	Prior Year Transactions	PY Amount															
	Accounts Receivable-9200													0		0	
	Due From Grantor Govts -9290													0		0	
	Due From Other Funds-9310													0		0	
	Prepaid Expense-9330													0		0	
	Accounts Payable-9500													0		0	
	Due To Grantor Govts.-9590													0		0	
	Due To Other Funds-9610													0		0	
	Due To Other Agencies-9620													0		0	
	Current Loans/TRANS-9640		(250,000)											(250,000)		(250,000)	
	Deferred Revenue-9650													0		0	
	Total Pr. Yr. Transactions		-	250,000	0	0	0	0	0	0	0	0	0	0	250,000	0	250,000
E	Net Increase/Decrease (B-C+D)		510,398	(98,839)	(30,452)	(40,787)	62,537	(28,942)	63,179	(84,880)	(98,318)	(34,720)	4,560	(83,755)	139,982	132,244	272,226
F	Ending Cash (A+E)		994,985	896,146	865,695	824,907	887,445	858,503	921,682	836,803	738,484	703,764	708,324	624,569	624,569		
G	Ending Cash plus Accruals																756,813

AURUM PREPARATORY ACADEMY		YEAR 2 - PROJECTED CASH FLOW														
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total
Actuals through Month of:		N/A														
A Beginning Cash		9110	624,569	496,779	281,050	580,041	435,099	432,745	358,723	450,765	404,570	624,598	703,153	880,679	624,569	
B Receipts																
LCFF Sources																
State Aid - Current Year		8011	44,863	44,863	420,519	80,753	80,753	80,753	210,867	210,867	210,867	210,867	210,865	1,887,590	0	1,887,590
Education Protection Account		8012				12,540		12,540			12,540			37,620	12,540	50,160
State Aid - Prior Years		8019												0		0
Local In Lieu of Prop. Taxes		8096		15,505	124,040	20,673	20,673	67,188	20,673	20,673	45,482	45,482	45,482	471,352	45,482	516,834
Federal Revenue (List)		8100-8239												0		0
No Child Left Behind						84,726		84,726		84,726		84,726		338,904		338,904
Special Education - Federal									3,311					3,311		3,311
Child Nutrition - Federal						24,404	24,404	24,404	24,404	24,404	24,404	24,404	24,404	195,234	48,809	244,043
Other State Revenue (List)		8300-8599												0		0
Special Education - State						20,917			20,917	20,917	20,917	20,916		104,584		104,584
State Lottery / Other state								10,714			10,714			21,428	21,428	42,856
ASES after school grant								75,000					37,500	12,500	37,500	50,000
Charter School Facility Grant Program 58740								0						0	0	0
Other Local Revenue (List)		8600-8799												0		0
Food Service					2,457	2,457	2,457	2,457	2,457	2,457	2,457	2,457		22,116		22,116
Educate 78				29,600				29,600						59,200		59,200
Fundraising					3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433		30,900		30,900
Interfund Transfers In		8910-8929												0		0
All Other Financing Sources		8930-8979												0		0
Other Receipts/Non-Revenue		TRANS												0		0
Total Receipts			44,863	89,968	550,450	107,317	249,904	178,236	344,301	286,063	392,287	330,814	429,786	280,751	3,284,739	3,450,497
C Disbursements																
Certificated Salaries		1000-1999	90,554	90,554	90,554	90,554	90,554	90,554	90,554	90,554	90,554	90,555	90,555	90,554	1,086,650	1,086,650
Classified Salaries		2000-2999	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,433	3,437	41,200	41,200
Employee Benefits		3000-3999	27,353	27,353	27,353	27,353	27,353	27,353	27,353	27,353	27,353	27,353	27,353	27,353	328,236	328,236
Books & Supplies		4000-4999	88,617	88,617	35,978	35,978	35,978	35,978	35,978	35,978	35,978	35,978	35,978	537,011	0	537,011
Services		5000-5999	84,609	84,609	84,609	84,609	84,609	84,609	84,609	84,609	84,609	84,609	42,306	973,005	42,306	1,015,311
Capital Outlay		6000-6599												0		0
Other Outgo		7000-7499	6,187	6,187	6,187	6,187	6,187	6,187	6,187	6,187	6,187	6,187	6,180	74,247		74,247
Interfund Transfers Out		7500-7629												0		0
All Other Financing Uses		7630-7699												0		0
Other Disbursements/Non-Exp.														0		0
Total Disbursements			300,753	300,753	248,114	248,114	248,114	248,114	248,114	248,114	248,114	248,115	205,815	3,040,349	42,306	3,082,655
D Prior Year Transactions		PY Amount														
Accounts Receivable-9200			159,762											159,762		159,762
Due From Grantor Govts.-9290														0		0
Due From Other Funds-9310														0		0
Prepaid Expense-9330														0		0
Accounts Payable-9500			27,518											27,518		27,518
Due To Grantor Govts.-9590														0		0
Due to Other Funds-9610														0		0
Due to Other Agencies-9620														0		0
Current Loans/TRANS-9640			4,144	4,144	4,144	4,144	4,144	4,144	4,144	4,144	4,144	4,144	4,145	49,733		49,733
Deferred Revenue-9650			0	0	0	0	0	0	0	0	0	0	0	0		0
Total Pr. Yr. Transactions			128,100	(4,144)	(4,144)	(4,144)	(4,144)	(4,144)	(4,144)	(4,144)	(4,144)	(4,144)	(4,145)	82,511	0	82,511
E Net Increase/Decrease (B-C+D)			(127,790)	(214,929)	298,191	(144,942)	(2,354)	(14,022)	92,042	33,805	140,028	78,655	177,526	70,791	326,901	450,353
F Ending Cash (A+E)			496,779	281,850	580,041	435,099	432,745	358,723	450,765	484,570	624,598	703,153	880,679	951,470		
G Ending Cash plus Accruals																1,074,922

AURUM PREPARATORY ACADEMY		YEAR 3 - PROJECTED CASH FLOW																
	Object	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sub-total	Accruals	Total		
	Actuals through Month of:	N/A																
A	Beginning Cash	9110	951,470	740,467	466,623	1,027,699	884,327	853,030	1,180,159	1,331,187	1,405,274	1,394,383	1,356,567	1,383,177	951,470			
B	Receipts																	
	LCFF Sources																	
	State Aid - Current Year	8011	94,391	94,391	714,113	169,883	169,883	509,649	169,883	220,266	220,266	220,266	220,266	220,264	3,023,499	0		
	Education Protection Account	8012						0	0			0			0	0		
	State Aid - Prior Years	8019													0	0		
	Local In Lieu of Prop. Taxes	8096		31,070	201,565	41,347	41,347	134,377	134,377	134,377	11,370	11,370	11,370	11,370	763,880	11,370		
	Federal Revenue (List)	8100-8299													0	0		
	No Child Left Behind					42,995		42,995		42,995		42,996			171,981	171,981		
	Special Education - Federal								4,966						4,966	4,966		
	Child Nutrition - Federal					37,705	37,705	37,705	37,705	37,705	37,705	37,705	37,705	37,705	301,637	75,409		
	Other State Revenue (List)	8300-8599													0	0		
	Special Education - State					31,375			31,375	31,375	31,375	31,375	31,375		156,875	156,875		
	State Lottery / Other state							16,071			16,071				32,141	32,141		
	ASES after school grant							75,000				37,500			112,500	37,500		
	Charter School Facility Grant Program	58740					0								0	0		
	Other Local Revenue (List)	8600-8799													0	0		
	Food Service				4,099	4,099	4,099	4,099	4,099	4,099	4,099	4,099	4,099		36,894	36,894		
	Educate 78			29,600					29,600						59,200	59,200		
	Fundraising				3,536	3,536	3,536	3,536	3,536	3,536	3,536	3,536	3,536		31,827	31,827		
	Interfund Transfers In	8900-8929													0	0		
	All Other Financing Sources	8930-8979													0	0		
	Other Receipts - Revenue	TRANS													0	0		
	Total Receipts		94,390	154,990	923,314	218,966	330,940	689,366	513,266	436,324	351,346	324,422	388,847	269,339	4,695,400	156,420		
C	Disbursements																	
	Certificated Salaries	1000-1999	143,222	143,222	143,222	143,222	143,222	143,222	143,222	143,222	143,222	143,222	143,222	143,219	1,718,551	1,718,551		
	Classified Salaries	2000-2999	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,283	9,282	111,395	111,395		
	Employee Benefits	3000-3999	43,538	43,538	43,538	43,538	43,538	43,538	43,538	43,538	43,538	43,538	43,538	43,540	522,458	522,458		
	Books & Supplies	4000-4999	120,546	120,546	53,949	53,949	53,949	53,949	53,949	53,949	53,949	53,949	53,949	53,949	780,578	780,578		
	Services	5000-5999	98,554	98,554	98,554	98,554	98,554	98,554	98,554	98,554	98,554	98,554	98,554	49,278	1,133,372	1,182,649		
	Capital Outlay	6000-6999													0	0		
	Other Outgo	7000-7499	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,541	114,437	114,437	114,437		
	Interfund Transfers Out	7500-7629													0	0		
	All Other Financing Uses	7630-7699													0	0		
	Other Disbursement - Non-Exp.														0	0		
	Total Disbursements		424,679	424,679	358,082	358,082	358,082	358,082	358,082	358,082	358,082	358,082	358,082	308,805	4,380,901	49,278		
D	Prior Year Transactions	PY Amount																
	Accounts Receivable-9200			165,758											165,758	165,758		
	Due From Grantor Govts-9290														0	0		
	Due From Other Funds-9310														0	0		
	Prepaid Expense-9330														0	0		
	Accounts Payable-9500			42,306											42,306	42,306		
	Due To Grantor Govts-9590														0	0		
	Due to Other Funds-9610														0	0		
	Due to Other Agencies-9620														0	0		
	Current Loans-TRANS-9640		4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	4,156	49,866	49,866		
	Deferred Revenue-9650			0	0	0	0	0	0	0	0	0	0	0	0	0		
	Total Pr. Yr. Transaction	-	119,296	(4,156)	(4,156)	(4,156)	(4,156)	(4,156)	(4,156)	(4,156)	(4,156)	(4,156)	(4,156)	(4,156)	73,506	0		
E	Net Increase/Decrease (B-C-D)		(211,003)	(273,845)	561,076	(143,372)	(31,297)	327,129	51,028	74,087	(10,891)	(37,816)	26,610	(43,621)	388,085	107,143		
F	Ending Cash (A+E)		740,467	466,623	1,027,699	884,327	853,030	1,180,159	1,331,187	1,405,274	1,394,383	1,356,567	1,383,177	1,339,555	1,339,555			
G	Ending Cash plus Accruals															1,446,638		

Budget Narrative

The following is our multi-year budget assumptions for all non-government revenue:

Major Assumptions

- **Facility Size and Cost.** Assumes 85 square feet per student @ \$5.88 per square foot. This is below market rate and reflects our estimate for prop 39.
- **Staff FTE.** Assumes growth of staff per student enrollment and annual 3% COLA.

2	REVENUE ASSUMPTIONS:						
3		Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
4	Inflation Cola for LCFF State Aid portion		1.11%	2.42%	2.67%	0.00%	0.00%
5							
6	Note: Yr 0 2016-17 revenue per ADA below is used for state aid base year cola calculations only. There is no per pupil revenue in 2016-17.						
7							
8	REVENUE PER AVERAGE DAILY ATTENDANCE ASSUMF	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
9	LCFF - 6th Grade	-	9,416	9,644	9,902	9,902	9,902
10	LCFF - 7th & 8th Grade	-	-	9,930	10,196	10,196	10,196
11	Education Protection Account (EPA)		200	200	-	-	-
12	In Lieu Property Tax		2,061	2,061	2,061	2,061	2,061
13	Special Education - IDEA		-	13	13	13	13
14	Title I		368	368	368	368	368
15	Title II		5	5	5	5	5
16	Title III		84	84	84	84	84
17	Federal Nutrition Program		945	973	1,002	1,032	1,063
18	Special Education -AB602		417	417	417	417	417
19	Mandate Block Grant		14	14	14	14	14
20	ASES after school grant		897	598	399	399	399
21	State Lottery		157	157	157	157	157
22							
23							
24	ENROLLMENT BY GRADE (ANNUAL WEIGHTED AVERAGE)	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
25	6th	-	132	132	132	132	132
26	7th	-	-	132	132	132	132
27	8th	-	-	-	132	132	132
28	Total Enrollment	-	132	264	396	396	396
29							
30	AVERAGE DAILY ATTENDANCE BY GRADE (95%)	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
31	6th	-	125	125	125	125	125
32	7th	-	-	125	125	125	125
33	8th	-	-	-	125	125	125
34	Total ADA	-	125	251	376	376	376
35							
36							
37	PPROJECTED REVENUE DETAIL:						
38	Charter Fund Revenue	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
39	Education Protection Account	-	25,080	50,160	-	-	-
40	State Aid	-	897,257	1,887,590	3,023,499	3,023,500	3,023,500
41	In Lieu of Property Tax	-	258,417	516,834	775,250	775,250	775,250
42	Total Charter Fund Revenue	-	1,180,754	2,454,584	3,798,749	3,798,750	3,798,750
43							
44	Federal Revenues	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
45	Special Education - IDEA	-	-	3,311	4,966	4,966	4,966
46	Title I	-	46,160	92,319	138,479	138,479	138,479
47	Title II	-	677	1,354	2,031	2,031	2,031
48	Title III	-	10,490	20,981	31,471	31,471	31,471
49	Title Vb - PCSGP	126,500	224,250	224,250	-	-	-
50	Federal Nutrition Program	-	118,467	244,043	377,046	388,357	400,008
51	Total Federal	126,500	400,044	586,258	553,993	565,304	576,955

53	Other State Revenue	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
54	Special Education - AB602	-	52,292	104,584	156,875	156,875	156,875
55	Mandate Block Grant	-	1,740	3,479	5,219	5,219	5,219
56	ASES after school grant	-	112,500	150,000	150,000	150,000	150,000
57	State Lottery	-	19,688	39,376	59,063	59,063	59,063
58	Total Other State Revenue	-	186,220	297,439	371,157	371,157	371,157
59							
60	Other Local Revenue	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
61	Food Service Income	-	8,163	22,116	36,894	38,151	39,446
62	Grant Revenue - Walton Foundation	325,000	-	-	-	-	-
63	Grant Revenue - Education 78	195,000	59,200	59,200	59,200	59,200	59,200
64	Fundraising Activity	-	30,000	30,900	31,827	32,782	33,765
65	Total Other Local Revenue	520,000	97,363	112,216	127,921	130,133	132,411
66		0					
67	Total Revenue	646,500	1,864,381	3,450,497	4,851,820	4,865,344	4,879,273
68							
69	Per ADA & Per Pupil Assumptions	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
70	Total Revenue per ADA (average daily attendance)	N/A	14,867	13,758	12,897	12,933	12,970
71	Total Revenue per Enrollment	N/A	14,124	13,070	12,252	12,286	12,321
72	Government Revenue per ADA (average daily attendanc	N/A	14,091	13,311	12,557	12,587	12,618
73	Government Revenue per Enrollment	N/A	13,387	12,645	11,929	11,958	11,987
74							
75							
76	EXPENDITURE ASSUMPTIONS:						
77							
78	Full Time Equivalent Staffing Assumptions	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
79	Position						
80	Principal	-	-	-	1.0	1.0	1.0
81	Executive Director	0.833	1.0	1.0	1.0	1.0	1.0
82	Operations Manager	0.250	1.0	1.0	1.0	1.0	1.0
83	Dean of Students	-	1.0	1.0	1.0	1.0	1.0
84	Dean of Curriculum and Instruction	-	-	1.0	1.0	1.0	1.0
85	Director of Finance and Operations	-	-	-	1.0	1.0	1.0
86	Dean of Placement and Alumni Success	-	-	-	1.0	1.0	1.0
87	Operations Associate	-	1.0	1.0	1.0	1.0	1.0
88	Dean of Recruitment (teachers and students)	-	-	-	1.0	1.0	1.0
89	Teacher(s) - (ELA)	-	2.0	4.0	6.0	6.0	6.0
90	Teacher(s) - (Math)	-	2.0	4.0	6.0	6.0	6.0
91	Teacher(s) - (Social Studies)	-	1.0	2.0	3.0	3.0	3.0
92	Teacher(s) - (Science)	-	1.0	2.0	3.0	3.0	3.0
93	Teacher(s) - Design Thinking	-	-	1.0	1.0	1.0	1.0
94	Student Support Coordinator(s)	-	1.0	1.0	1.0	1.0	1.0
95	SPED Teacher(s)	-	1.0	2.0	3.0	3.0	3.0
96	Total Full Time Equivalents	1.1	12.0	21.0	32.0	32.0	32.0
97							
98							
99	1000 & 2000 Expenses/Assumptions	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
100	Title						
101	Principal	-	-	-	84,872	87,418	90,041
102	Executive Director	75,000	90,000	92,700	95,481	98,345	101,296
103	Operations Manager	16,250	65,000	66,950	68,959	71,027	73,158
104	Dean of Students	-	60,000	61,800	63,654	65,564	67,531
105	Dean of Curriculum and Instruction	-	-	66,950	68,959	71,027	73,158
106	Director of Finance and Operations	-	-	-	90,177	92,882	95,668
107	Dean of Placement and Alumni Success	-	-	-	68,959	71,027	73,158
108	Operations Associate	-	40,000	41,200	42,436	43,709	45,020

109	Dean of Recruitment (teachers and students)	-	-	-	68,959	71,027	73,158
110	Teacher(s) - (ELA)	-	94,000	193,640	299,174	308,149	317,393
111	Teacher(s) - (Math)	-	97,000	199,820	308,722	317,984	327,523
112	Teacher(s) - (Social Studies)	-	47,000	96,820	149,587	154,075	158,697
113	Teacher(s) - (Science)	-	47,000	96,820	149,587	154,075	158,697
114	Teacher(s) - Design Thinking	-	-	51,500	53,045	54,636	56,275
115	Student Support Coordinator(s)	-	55,000	56,650	58,350	60,100	61,903
116	SPED Teacher(s)	-	50,000	103,000	159,135	163,909	168,826
117	Total 1000 & 2000 - Gross Wages	91,250	645,000	1,127,850	1,830,056	1,884,954	1,941,502
118		-	-	-	-	-	-
119		-	-	-	-	-	-
120	3000 Expenses/Assumptions	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
121	401(k) employer matching (3% of gross wages)	2,738	19,350	33,836	54,902	56,549	58,245
122	Social Security employer share (6.2% of gross wages)	5,658	39,990	69,927	113,463	116,867	120,373
123	Medicare employer share (1.45% of gross wages)	1,323	9,353	16,354	26,536	27,332	28,152
124	Health & Welfare (see noe below)	-	100,800	181,692	285,170	293,725	302,537
125	State Unemployment Insurance (3.4% of 1st \$7,000 wage)	476	2,856	4,998	7,616	7,616	7,616
126	Worker Compensation (1.9% of gross wages)	1,734	12,255	21,429	34,771	35,814	36,889
127	Total 3000 - Employee Benefits	11,929	184,604	328,236	522,458	537,903	553,812
128							
129	Note: Health and Welfare expense is calculated as follows	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
130	Monthly Medical, Dental, Vision Cost per Person - 3% Cost	\$ -	\$ 700	\$ 721	\$ 743	\$ 765	\$ 788
131							
132	4000 Expenses/Assumptions	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
133	Approved Textbooks	-	26,400	27,192	28,008	-	-
134	Library Books	-	3,960	4,079	4,201	-	-
135	All Student Materials	-	17,160	35,350	54,615	56,254	57,941
136	Assessments (Parcc/NWEA)	-	4,620	9,517	14,704	15,145	15,600
137	Office Supplies	-	13,200	27,192	42,012	43,272	44,570
138	Paper	-	13,200	27,192	42,012	43,272	44,570
139	Mid-day Block - Enrichment	-	5,280	10,877	16,805	17,309	17,828
140	Janitorial Supplies	-	-	-	-	-	-
141	Student Chairs	-	4,620	4,759	4,901	-	-
142	Student Desks	-	9,900	10,197	10,503	-	-
143	Student Tables	-	3,330	4,002	3,533	-	-
144	Teachers' Desks/Chairs	-	1,800	2,163	1,910	-	-
145	Teachers' Filing/Storage Cabinets	-	600	721	637	-	-
146	Bookshelves	-	450	541	477	-	-
147	White Boards	-	900	1,082	955	-	-
148	Other	-	2,100	2,524	2,228	-	-
149	Projector	-	4,800	5,768	5,092	-	-
150	Admin Desks & Chairs	325	875	-	955	-	-
151	Admin Filing/Storage Cabinets	108	292	-	318	-	-
152	Server	-	2,000	-	-	-	-
153	Phone System	-	8,000	-	-	-	-
154	VM Ware License(Essentials)	-	1,000	-	-	-	-
155	Student Office Cloud	-	6,600	13,596	21,006	21,636	22,285
156	Laptop Maintenance (Faculty/Student)	128	16,772	34,185	52,878	54,464	56,098
157	Chromebooks	-	26,400	27,192	28,008	-	-
158	Student Software	-	2,706	11,149	17,225	17,742	18,274

159	Teacher Laptops	-	4,200	5,047	4,456	-	-
160	Software	81	669	541	716	-	-
161	Office Computers	758	2,042	-	2,228	-	-
162	Office Computer Software	81	219	-	239	-	-
163	Router	-	960	989	1,018	-	-
164	Food Service	-	131,630	271,159	418,940	431,508	444,454
165	Total 4000 - Books & Supplies	1,482	316,684	537,010	780,578	700,602	721,620
166							
167	5000 Expenses/Assumptions	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
168	Travel and Conferences	500	3,000	6,695	10,079	10,381	10,692
169	Other Dues	-	1,800	1,854	1,910	1,967	2,026
170	Other Dues - CCSA membership	-	2,000	2,060	2,122	2,185	2,251
171	Other Dues - Fingerprinting	49	540	973	1,528	1,574	1,621
172	Copiers and Printers	-	16,800	17,304	26,735	27,537	28,363
173	Student Recruitment	8,580	17,675	27,308	28,127	28,971	29,840
174	Staff Recruitment	12,000	21,000	32,000	32,000	32,000	32,000
175	Orientation	-	17,000	25,500	38,250	38,250	38,250
176	Other Dues - CPR reimbursement	108	1,200	2,163	3,395	3,497	3,602
177	General Insurance - \$45/enrollment	-	5,971	12,301	19,005	19,575	20,162
178	Utilities - \$70/enrollment	-	9,240	19,034	29,408	30,290	31,199
179	Custodial	-	14,025	28,892	44,637	45,976	47,356
180	Rent	-	66,000	132,000	198,000	198,000	198,000
181	Repair	-	9,240	19,034	29,408	30,290	31,199
182	Local Field Trips	-	5,940	12,236	18,905	19,472	20,057
183	Athletic Services	-	3,960	8,158	12,603	12,982	13,371
184	Audit	-	-	10,300	10,609	10,927	11,255
185	School Software Platforms (Dean's List and PS)	-	13,200	27,192	42,012	43,272	44,570
186	Legal	-	5,000	5,150	5,305	5,464	5,628
187	Back End Provider	25,000	50,000	51,500	15,000	15,000	15,000
188	Erate Consulting	-	1,400	1,442	1,485	1,530	1,576
189	Network Monitoring	10	1,270	2,589	4,005	4,125	4,249
190	Samanage	5	635	1,294	2,002	2,062	2,124
191	Website/Branding, Outreach	-	15,000	15,450	15,914	16,391	16,883
192	SIS (License and Support)	-	10,000	-	-	-	-
193	SIS (License and Support)	-	-	11,149	17,225	17,742	18,274
194	Technology Consulting Support	-	24,000	24,720	25,462	26,225	27,012
195	Data Consulting	-	18,000	18,540	19,096	19,669	20,259
196	Board and Admin Development	-	5,000	10,000	15,000	16,391	18,448
197	Teacher Professional Development	1,000	6,000	13,390	20,157	20,762	21,385
198	SPED Services	-	134,350	231,700	238,651	245,811	253,185
199	Curriculum Development Consulting	10,000	-	-	-	-	-
200	After School Program	-	150,000	200,000	200,000	200,000	200,000
201	Substitutes	-	9,360	20,888	31,445	32,388	33,360
202	Summer Stipend	-	3,000	3,090	3,183	3,278	3,377
203	Bank Charges	-	240	247	255	262	270
204	Telephone	-	6,000	6,180	6,365	6,556	6,753
205	Internet	-	12,600	12,978	13,367	13,768	14,181
206	Total 5000 - Services and Other Operating Services	57,252	660,446	1,015,312	1,182,648	1,204,571	1,227,776
207							
208	7000 - Expenses/Assumptions	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
209	District Oversight Fee - 3% of LCFF Revenue	-	35,423	73,638	113,962	113,963	113,963
210	Interest Expense on CDE Revolving Loan	-	-	609	475	342	208
211	Total 7000 - Other Outgo	-	35,423	74,247	114,437	114,305	114,171
212							
213	Total Expenditures	161,913	1,842,157	3,082,654	4,430,178	4,442,334	4,558,880
214							
215	Net Income	484,587	22,224	367,842	421,643	423,010	320,393
216							
217	Cash Flow:	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
218	Net Income	484,587	22,224	367,842	421,643	423,010	320,393
219	Less Current Year Accounts Receivable Balance	-	(159,762)	(165,758)	(156,420)	(174,933)	(177,264)
220	Plus Prior Year Accounts Receivable Balance	-	-	159,762	165,758	156,420	174,933

220	Plus Prior Year Accounts Receivable Balance	-	-	159,762	165,758	156,420	174,933
221	Plus Current Year Accounts Payable Balance	-	27,518	42,306	49,278	50,190	51,155
222	Less Prior Year Accounts Payable Balance	-	-	(27,518)	(42,306)	(49,278)	(50,190)
223	Loan Proceeds - CDE Revolving Loan	-	250,000	-	-	-	-
224	Loan Repayments - CDE Revolving Loan	-	-	(49,732)	(49,866)	(50,000)	(50,134)
225	Change in Cash	484,587	139,980	326,903	388,086	355,409	268,894
226	Beginning Cash	-	484,587	624,567	951,470	1,339,556	1,694,965
227	Ending Cash	484,587	624,567	951,470	1,339,556	1,694,965	1,963,859
228							
229	Fund Balance:	Yr 0 - 16/17	Yr 1 - 17/18	Yr 2 - 18/19	Yr 3 - 19/20	Yr 4 - 20/21	Yr 5 - 21/22
230	Beginning Fund Balance	-	484,587	506,811	874,654	1,296,296	1,719,306
231	Net Income	484,587	22,224	367,842	421,643	423,010	320,393
232	Ending Fund Balance	484,587	506,811	874,654	1,296,296	1,719,306	2,039,699
233							
234	Components of Ending Fund Balance:						
235	Contingency Reserve (3% of next yr expenditures)	55,265	92,480	132,905	133,270	136,766	136,766
236	Undesignated / Unappropriated Amount	429,323	414,332	741,748	1,163,026	1,582,540	1,902,933
237	Total Ending Fund Balance	484,587	506,811	874,654	1,296,296	1,719,306	2,039,699
238							

Operating Revenues

- **LCFF per ADA Funding as follows:**

LCFF Funding	2017-18	2018-19	2019-20	2020-21	2021-22
LCFF - 6th Grade	9,416	9,644	9,902	9,902	9,902
LCFF - 7th & 8th Grade		9,930	10,196	10,196	10,196

- **Grants – Federal.** Assumes \$447 as average per student (not including PCSGP and Federal Nutrition Program). \$575,000 PCSGP funding (to be received from Year 0 through Year 2).
- **Grants – Private.** Assumes start-up funding of \$325,000 from the Walton Family Foundation secured through partnership with Building Excellent Schools, \$95,000 in Year 0 planning from Educate78 and \$396,000 over 5 years.
- **Nutrition Funding – State & Federal.** Assumes 90% FRL.
- **Program Fees.** Does not include. We anticipate serving a high poverty community.
- **Contributions, in kind.** We will solicit contributions in kind but do not assume.
- **Contributions, in cash.** Assumes conservatively Board contributions/fundraising @ \$30,000 per year.
- **Investment Income.** Assumes conservatively no investment income.
- **Transportation.** Transportation will be provided by the local school district.

Operating Expenditures - Administration

Salaries – Admin (Professional)

- Salaries below are pre-inflation base year 2017 - 2018
- **Pre-Operational Period (POP).** Assumes .8 FTE (September – June) Executive Director at \$90K pro-rated; .25 FTE Operations Manager (OM) @ \$65K pro-rated
- **Y1.** Assumes 1 ED @ \$90K, 1 OM @ \$65K, and 1 Students Supports Coordinator @ \$55K, 1 Dean of Students @ 60K, and 1 Operations Associate @ 40K

- **Y2.** Assumes all admin positions returning w/3% COLA; and adding 1 Dean of Curriculum and Instruction @ \$60K
- **Y3.** Assumes all admin positions returning w/3% COLA; 1 MS Principal @ \$80K, 1 Dean of Recruitment @ \$65K, and a Director of Finance and Operations @ 85K, 1 Dean of Placement and Alumni Success @ 65K.
- **Y4.** Assumes all admin positions returning w/3% COLA;
- **Y5.** Assumes all admin positions returning w/3% COLA;
- **Accounting – Audit.** Assumes \$5K in POP, \$10K in Y1, w/3% COLA each year thereafter
- **Legal.** Assumes @ \$5K in POP and Y1, \$10K in Y2 with 3% COLA thereafter
- **Payroll.** Assumes \$200 per payroll period with 3% COLA after POP
- **Information Management and Technology.** Assumes \$20K in Y1, with additional \$20K each year, as based on similar schools
- **Office Supplies and Materials.** Assumes \$1500 in POP, \$50 per student in all years w/3% COLA after Y1
- **Other - Furniture.** Assumes \$2,000 for a server, \$8,000 for a phone system, \$1,000 for VM Ware license, all to be spent in year 1. Approximately \$3,000 in administrative desks, chairs, and filing cabinets to be spread out between years 0 through 3
- **Professional Development, Admin/Board.** Assumes \$5K in Y1, with \$5K incremental growth for years 2 and 3 with 3% COLA thereafter, based upon costs of similar schools
- **Dues.** Assumes \$2K annually for CCSA membership and additionally assumes \$1,800 per year for membership in other organizations
- **Fundraising.** Assumes costs based upon growth needs, based on similar schools
- **Recruitment/Advertising.** Assumes annual costs based upon growth needs, based on similar schools
- **Travel Expenses for Staff/Board.** Assumes annual costs based on study of high performing schools and staff growth, based on similar schools
- **Bank Charges – Current (Short Term).** Assumes \$20 per month with 3% cola.
- **Other - Back Office Provider.** Assumes cost of Back-Office Provider

Instructional Services\Salaries – Teachers

- Salaries below are pre-inflation base year 2017 - 2018
- Assumes 3% COLA for all returning positions each year
- **Y1.** Assumes 6 regular education teachers @ \$47K and a 1 special education teacher @ \$50K
- **Y2.** Assumes all regular and special education teaching positions returning; assumes 7 additional regular education @\$47K and 1 more special education teacher @\$50K;
- **Y3.** Assumes all regular and special education teaching positions returning; assumes 6 additional regular education @ \$47K and 1 special education @ \$50K
- **Y4.** Assumes all regular and special education teaching positions returning;
- **Y5.** Assumes all regular and special education teaching positions returning;
- **Contracted Services, Instructional.** Assumes Speech/Language, OT, Counseling needs as contracted, \$134,350 in Y1, \$231,700 in Y2, and increasing by inflation thereafter, based upon projected 11% special education population, estimated needs, and costs of similar schools

- **Instructional Technology in Classrooms.** Assumes \$250 per student with 1/3 replacement costs annually per year in regular education; assumes additional \$500 per 15 special education, with 1/3 replacement costs annually, based on similar schools
- **Instructional Supplies & Materials.** Assumes \$300 per student in regular education; assumes \$300 per year in special education with 11% qualifying
- **Other - Furniture.** Assumes \$110 in chairs and desk for each new student. Assumes \$2,330 per new teacher for tables, desks, chairs, filing/storage cabinets, bookshelves, whiteboards, projectors, and other equipment.
- **Testing & Assessment.** Assumes minimal costs in POP for preparation and resource materials; assumes costs of NWEA, and special education testing, and growth needs of school, based on costs of similar schools
- **Professional Development, Instructional.** Assumes at least \$750 per teacher per year with 3% cola.
- **Purchased Management Services.** Assumes no costs
- **Other - Classroom Libraries.** Assumes \$2K per class per year
- **Other - Health/Wellness Programs.** Assumes the cost of such items as Bullying Prevention

Other Student Services

- **Salaries. Other Student Services. Health Services.** Assumes small health costs
- **Student Transportation.** Assumes no cost
- **Food Services.** Assumes at full cost of National School Lunch Program plus 10% additional as based upon similar schools
- **Athletic Services.** Assumes small costs per growth each year
- **Purchased Management Services.** Assumes no costs
- **Other.** School Trips. Assumes small costs per growth of school, \$30 per student

Operations and Maintenance of Plant

- **Salaries – Operation and Maintenance of Plant.** Assumes no costs
- **Utilities.** Assumes costs based on similar and local schools @ \$70 per student per year
- **Maintenance of Buildings & Grounds.** Assumes costs based on contracted cleaning company, reflecting growth of school over time, based on similar schools
- **Maintenance of Equipment.** Assumes conservative costs, reflecting growth of school over time, based on similar schools
- **Rental/Lease of Equipment.** Assumes \$6,000 lease per copier, 2 in Y1, 2 in Y2, 3 in Y3, 3 in Y4, 3 in Y5
- **Capital Debt Service.** Assumes no cost
- **Renovation/Construction.** Assumes cost embedded into lease costs
- **Acquisition of Capital Equipment.** Assumes costs each year based on growth of school and costs of similar schools
- **Purchased Management Services.** Assumes no costs
- **Other.** Cafeteria Tables. Assumes costs each year based on growth of school and costs of similar schools