



# Oakland Military Institute, College Preparatory Academy

## Regular Board Meeting

Published on June 5, 2023 at 3:51 PM PDT

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### Date and Time

Thursday June 8, 2023 at 4:15 PM PDT

### Location

**3877 Lusk St., Oakland, CA 94608 (Oakland Military Institute College Preparatory Academy campus)**

**Room: B104**

**Teleconference: 1522 Terracina Dr El Dorado Hills, CA 95762**

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In response to the expiration of Governor Newsom's Executive Order N-29-20, which temporarily suspended provisions of the Brown Act relating to public meetings, the Board will resume in-person board meetings.

In Compliance with the Americans with Disabilities Act, those requiring special assistance to access the board meeting should contact Carlos Rodriguez at [crodriguez@omiacademy.org](mailto:crodriguez@omiacademy.org). Notifications of at least 24 hours prior to the meeting will enable Oakland Military Institute to make reasonable arrangements to ensure accessibility to the board meeting.

All in-person meeting attendees, wearing a well-fitted mask that covers the nose and mouth without gaps is strongly recommended but not required.

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### Agenda

	Purpose	Presenter	Time
<b>I. Open Session</b>			<b>4:15 PM</b>
<b>A. Call to Order</b>			
<b>II. Opening Items</b>			<b>4:15 PM</b>
<b>A. Roll Call</b>			1 m
<b>B. Call the Meeting to Order</b>			1 m
<p>CALL TO ORDER: The Chairman of the Governing Board of Directors will call the Oakland Military Institute College Preparatory Academy meeting to order at 4:15 PM, or as soon thereafter as possible.</p>			
<b>C. Public Comment</b>			5 m
<p>INVITATION TO ADDRESS THE BOARD: Non-agenda, agenda, and Closed Session items.</p> <p>Summary: The Board encourages public comment concerning any item of importance and will recognize requests to speak before the item is discussed or voted upon. To assure your rights to address any action item, please notify the Executive Director's Office of your desire to speak by noon the day prior to the Board Meeting. Those requesting to address the Board will have a total of two (2) minutes.</p> <p>The Board encourages public comment concerning any item of importance and will recognize requests to speak on items not appearing on the Agenda. Speakers should be aware that the Board may not be prepared to comment on the issues they raise, but may request those items to be properly agendized for inclusion in the discussion at a future meeting.</p> <p>If anyone has any questions or concerns please contact the Executive Assistant Mr. Carlos Rodriguez at <a href="mailto:crodriguez@omiacademy.org">crodriguez@omiacademy.org</a>.</p>			
<b>D. Ordering of the Agenda</b>			2 m
<b>III. Approval of Consent Items</b>			<b>4:24 PM</b>
<b>A. Minutes of May 11, 2023 Regular Meeting</b>	Approve Minutes	Carlos Rodriguez	2 m

	Purpose	Presenter	Time
<b>B.</b>	Personnel Report	Kathryn Wong	5 m
<b>C.</b>	New Contracts	Jacque Eischens	10 m
<b>IV.</b>	<b>Superintendent's Update</b>		
	Dr. Streshly will provide the OMI Board an update on the following items:		
	<ul style="list-style-type: none"> <li>• End of the Year Report</li> </ul>		
<b>V.</b>	<b>Information/Discussion Items</b>		<b>4:41 PM</b>
<b>A.</b>	Summer School Update	Tim Murray/Kayla Simmons	10 m
<b>B.</b>	2023 Graduates "At A Glance"	Tim Murray	10 m
<b>VI.</b>	<b>Public Hearing</b>		<b>5:01 PM</b>
<b>A.</b>	2023-2024 Proposed Budget	Mary Streshly/Jacque Eischens	15 m
	<i>The Oakland Military Institute College Preparatory Academy will conduct a Public Hearing regarding the proposed 23-24 budget</i>		
<b>B.</b>	OMI 2023-2024 Local Control Accountability Plan (LCAP)	Mary Streshly	15 m
	<i>The Oakland Military Institute College Preparatory Academy will conduct a Public Hearing regarding the Local Control Accountability Plan.</i>		
<b>VII.</b>	<b>Action Items</b>		<b>5:31 PM</b>
<b>A.</b>	2023-2024 Board Dates	Mary Streshly	10 m
<b>B.</b>	Approve Form 990 + California Tax Return	Jacque Eischens	10 m
<b>C.</b>	Second Reading/Action: Superintendent Contract Approval Limit Policy	Mary Streshly	10 m
<b>VIII.</b>	<b>Board Member Comments</b>		

	Purpose	Presenter	Time
<b>IX. Closing Items</b>			<b>6:01 PM</b>
<b>A. Adjourn Meeting</b>			1 m



# Coversheet

## Minutes of May 11, 2023 Regular Meeting

**Section:** III. Approval of Consent Items  
**Item:** A. Minutes of May 11, 2023 Regular Meeting  
**Purpose:** Approve Minutes  
**Submitted by:** Carlos Rodriguez  
**Related Material:** Minutes for Regular Board Meeting on May 11, 2023

### BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on May 11, 2023.

### RECOMMENDATION:

The OMI Board of Directors approve the attached minutes for the Regular Board Meeting held on May 11, 2023.

APPROVED



# Oakland Military Institute, College Preparatory Academy

## Minutes

### Regular Board Meeting

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#### Date and Time

Thursday May 11, 2023 at 4:15 PM

#### Location

**3877 Lusk St., Oakland, CA 94608 (Oakland Military Institute College Preparatory Academy campus)**

Teleconference: 916-834-1162

Teleconference: 2799 Richmond Hwy Arlington, VA 22202 (Hyatt Regency Crystal City)

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### Directors Present

D. Baldwin (remote), D. Clisham, J. Breckenridge (remote), J. Brown, J. Wire, M. Mares

### Directors Absent

A. Campbell Washington

### Guests Present

C. Rodriguez, K. Wong, M. Streshly, S. Lipsey, T. James, V. Salazar

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## I. Opening Items

### A. Roll Call

### B. Call the Meeting to Order

J. Brown called a meeting of the board of directors of Oakland Military Institute, College Preparatory Academy to order on Thursday May 11, 2023 at 4:17 PM.

### C. Public Comment

No public comments were made.

### D. Ordering of the Agenda

D. Clisham made a motion to approve the order of the agenda as is.

J. Wire seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

J. Wire	Aye
M. Mares	Aye
J. Breckenridge	Aye
D. Baldwin	Aye
D. Clisham	Aye
A. Campbell Washington	Absent
J. Brown	Aye

## II. Approval of Consent Items

### A. Minutes of April 13, 2023 Regular Meeting

D. Clisham made a motion to approve the minutes from Regular Board Meeting on 04-13-23.

J. Wire seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

J. Brown	Aye
J. Breckenridge	Aye
A. Campbell Washington	Absent
M. Mares	Aye
D. Baldwin	Aye
J. Wire	Aye
D. Clisham	Aye

**B. OMI Bank Account Activity (April 1, 2023 - April 30, 2023)**

D. Clisham made a motion to approve the OMI Bank Account Activity as it was shown.  
J. Wire seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

J. Wire	Aye
J. Brown	Aye
A. Campbell Washington	Absent
D. Clisham	Aye
M. Mares	Aye
D. Baldwin	Aye
J. Breckenridge	Aye

**C. Personnel Report**

D. Clisham made a motion to approve the personnel report as presented.  
J. Wire seconded the motion.  
Joe Wire asked for clarification about the position changes in the personnel report.

Dr. Streshly expressed that this personnel report was the result of the previous board meeting decisions of the salary schedule. OMI had empty positions that were needed to fill because of a staff departure and additional duties were added to other individuals.

Rebekah Runyan will be used at a remote CFO and will have the help of SGT Jose Hernandez in the finance office.

Joe Wire asked who from OMI would be overseeing the transition of CFOs in the finance department and Dr. Streshly said that the Superintendent and the Commandant will be.

Dr. Streshly mentioned that she opened the Director of Teaching and Learning position in order for the administrative team to have an extra person that can lighten the workload for everyone to focus on specific impacted areas. Dr. Streshly also mentioned that the cadre personnel report would be sent after the meeting in the Superintendent to Board weekly letter.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

M. Mares	Aye
D. Baldwin	Aye
J. Breckenridge	Aye
J. Brown	Aye
D. Clisham	Aye
J. Wire	Aye
A. Campbell Washington	Absent

**D. New Contracts**

D. Clisham made a motion to approve the new contracts presented.

J. Wire seconded the motion.

Admiral Breckenridge asked for confirmation of her belief that the contract for Rajashanea Everett would be to support the Student Data Technician. Dr. Streshly confirmed.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

J. Wire	Aye
D. Baldwin	Aye
J. Breckenridge	Aye
A. Campbell Washington	Absent
D. Clisham	Aye
J. Brown	Aye
M. Mares	Aye

**E. 2023-2024 Academic Calendar**

D. Clisham made a motion to approve the 2023-2024 academic calendar.

J. Wire seconded the motion.

The academic calendar was mostly kept the same and tried to align it to Oakland Unified School District in case that families had children attending both OMI and OUSD schools.

Half days were added to increase the amount of professional development days for the teaching staff. There would be 185 days for adults/staff and 180 days of instruction for students.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

D. Clisham	Aye
D. Baldwin	Aye
J. Brown	Aye
J. Breckenridge	Aye
J. Wire	Aye
A. Campbell Washington	Absent
M. Mares	Aye

### **III. Superintendent's Update**

#### **A. After School Program Region 4 Site Visit**

The after school program site visit was a visit to see how OMI was spending the after school program grant. On the positive side of the results, the Region 4 representatives enjoyed the elements that the program provided for the students.

On the technical side, OMI would have to improve in certain areas. The data that the Region 4 representatives had was from last year and they were observing this year. One of the issues that came up is that the program was not getting wet signatures of the students and the parents when students were being signed out. Our after school program, HOTE, will have to start getting wet signatures and have parents give the reason for why the student is being picked up.

Marc Mares asked if high school students could be a part of the after school program and help with the discipline and making sure that the students in the program are behaving. Dr. Streshly agreed that was a possibility and CMSgt Thomas James agreed too as well.

#### **B. New Candidate Update (w/ CMSgt Thomas James)**

CMSgt Thomas James started by stating that OMI had accepted 222 new candidates and have had our second new candidate introduction since the last board meeting.

OMI staff worked closely with the new candidate families to gather the necessary onboarding documents like immunization records, birth certificates, transcripts, and any applicable IEP documentation.

When families of new candidates came in and will come in for the new candidate registrations, OMI sees that as the families committing to attend OMI. Some families have accepted the offer to have their student(s) to come to OMI and committed to camp, but have not come in for any registration day. The OMI staff will continue to pursue these families to ensure that they come to campus and deliver the necessary documents, 106 families at the time of the May 11, 2023 board meeting.

The 6th grade class could be over 90 students if every candidate is reigned in. The 9th grade saw significant growth and will potentially have roughly 95 students (returning and new).

Honorable Jerry Brown asked if the new candidate update could be given to the board as a written report because he wanted to see the figures presented in a tangible manner. CMSgt Thomas James mentioned that he could make this a written report and reminded the board that this report is fluid and constantly changing. CMSgt James mentioned that

every single one of the candidates that have accepted or are being pursued has been contact via phone call at the minimum two times.

### **C. LCAP Survey Results/Update**

Dr. Streshly presented a QR code at two separate Grizzly Night events in order to get feedback from families. Dr. Streshly also planned to send the OMI staff an email containing the survey so they can also provide feedback in addition to the families so we can overall well-rounded results. Dr. Streshly provided statistics that she found from the LCAP family survey. Overall, the LCAP survey that was sent to families received positive feedback in the results.

Some of the results that families wanted included sports, intramurals, more tutors, more mental health counseling, and diversity of the professional community (staff).

Marc Mares asked if one of our shadow data technicians could pull data from Aeries to see how many parents are actively engaged with seeing their student's grades among other things quantified on the Aeries platform.

## **IV. Information/Discussion Items**

### **A. Cashflow Update**

Jerry Brown asked LTC Vincent Salazar to report on any deviation of the cashflow as an update.

LTC Salazar mentioned that the board would see a major change in the cashflow. Due to state funds that were given as a result of the reduction in enrollment in the previous year, a spike can be seen. California state gave these funds to charter schools that had a reduction in enrollment. OMI received \$1,365,000 of one time state funds and received it all at once.

### **B. E-Rate Cisco Switches**

This was brought to the board as a formality because the E-rate purchase was previously approved/ratified (in January) but CMSgt James wanted to keep the board in the loop that the e-rate came through and it was below the projected figures.

Roughly speaking, the figure that CMSgt James believes that the sprucing up of everything would be \$650,000 and estimated that OMI would need 18 months to fix everything.

Schools have the capability of having up to \$100,000 of E-rate funds per school year.

### **C. 2023-2024 Board Meeting Dates DRAFT**

The main reason for bringing the board meeting dates as a first reading to the board was to receive guidance on whether the board would want to reduce the amount of current set board meetings by three or four.

The OMI staff researched what board meeting dates could potentially be removed and still comply with the fiscal and reporting deadlines. The dates that were chosen were as follows: July 2023, October 2023, and January 2024. The fourth board meeting date that was in question for reduction was April 2024.

Dr. Streshly mentioned that OMI staff would be including the federal grant reporting deadlines as well so the board and the staff would know what was being reported when.

Marc Mares asked if SGT Jose Hernandez or the shadow CFO Rebekah Runyan would be giving the board report. At the beginning, shadow CFO Rebekah Runyan would give the reports and transition the responsibility to Jose.

The board decided that they would like the OMI staff to bring a second reading of the meeting dates with four meetings reduced. The board also asked the OMI staff to look into making adjustments to the June meetings if at all possible.

#### **D. Student Board Member Selection for 23-24 School Year**

CMSgt Thomas James explained that the rising cadet leadership was identified and that the board would have a cadet representative. The primary cadet for the board would be C/1LT Tsung Lin Tsai and the alternate student board member would be C/1LT Ryan Ton.

#### **E. Education Protection Account Expenditure Summary**

This summary is an annual requirement to show the board of directors. OMI staff would have to report the funding that the school received and how the funds were spent. At the end of the year, OMI would have received \$1,470,438 and these funds could only be spent on instruction.

### **V. Action Items**

#### **A. Action/First Reading: Superintendent Contract Approval Limit Policy**

M. Mares made a motion to approve the first reading of the Superintendent Contract Approval limit policy with the necessary additions added coming in the second meeting.

J. Wire seconded the motion.

The range that was proposed was from the current \$10,000 to within the range of \$50,000-\$75,000.

Due to the reduced number of board meetings projected for the next academic school year, the approval limit would need to be at least above \$35,000.



Joseph Wire mentioned that it would be beneficial if Dr. Streshly could report the contracts and services that are below the threshold in her weekly board letter.

This is for when in months that the board is not meeting, that the Superintendent can go ahead with the approval of certain projects without having to wait until the next board meeting. The ceiling would be \$50,000 for superintendent approval.

Admiral Breckenridge asked if there were provisions in place in order for the superintendent to act in emergency situations. if not, she advised Dr. Streshly and the OMI team to create a measure that allows her to act during catastrophic/emergency moments.

The board **VOTED** to approve the motion.

**B. Approve Graduation Requirement Adjustment [Military Science Credit]**

J. Wire made a motion to approve the adjustment to the graduation requirements.

M. Mares seconded the motion.

Dr. Streshly explained that the graduation requirements were not being changed but rather being updated so that they can match what is being shown on Aeries.

The board **VOTED** to approve the motion.

**Roll Call**

J. Wire	Aye
J. Brown	Aye
D. Clisham	Aye
J. Breckenridge	Aye
M. Mares	Aye
A. Campbell Washington	Absent
D. Baldwin	Aye

**C. Approve Governing Board Member Terms (Breckenridge, Brown, Baldwin, Wire, Washington)**

J. Wire made a motion to approve the governing board member terms for Breckenridge, Brown, Baldwin, Wire, and Washington.

M. Mares seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

J. Breckenridge	Aye
M. Mares	Aye
D. Baldwin	Aye
J. Brown	Aye
J. Wire	Aye
D. Clisham	Aye
A. Campbell Washington	Absent

**D.**

### **Approve Appointment of Board Officers**

D. Clisham made a motion to approve board officer appointments.

M. Mares seconded the motion.

The board **VOTED** to approve the motion.

#### **Roll Call**

J. Breckenridge	Aye
M. Mares	Aye
A. Campbell Washington	Absent
D. Clisham	Aye
J. Brown	Aye
J. Wire	Aye
D. Baldwin	Aye

### **VI. Board Member Comments**

#### **A. Staff Survey**

Admiral Breckenridge mentioned that in previous years, OMI would send out a staff survey and thought that it would be a good idea to send one out this year.

### **VII. Closing Items**

#### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:59 PM.

Respectfully Submitted,

J. Brown

# Coversheet

## Personnel Report

**Section:** III. Approval of Consent Items  
**Item:** B. Personnel Report  
**Purpose:**  
**Submitted by:** Kathryn Wong  
**Related Material:** Staff Changes for June 1, 2023.pdf

### BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy charter requires that the Board of Directors approve all personnel transactions based on the recommendation of the Superintendent. Please find attached all personnel changes since our last board meeting on May 11, 2023.

### RECOMMENDATION:

The Superintendent recommends that the OMI Board approve the personnel report in the attached document.

<b>Oakland Military Institute (OMI) College Preparatory Academy School Staff as of June 1, 2023</b>		
<b>New Hire:</b>		
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>
Chu	Shann	Director of Teaching and Learning
<b>Transfers:</b>		
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>
<b>Promotion:</b>		
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>
<b>Separations:</b>		
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>
Davis	Jard	PE Teacher & Music Teacher
Fisher	Cecilia	SPED Teacher
Geary	Mario	High School History Teacher
Harris	Yasmin	Middle School English Teacher
Hudson	Victoria	Long Term Sub- Middle School Teacher
Jones	Douglas	Dual Enrollment Coordinator
Mims	Ayodele	PE Teacher
Mohammad	Jamal	SPED Aide
Nakhla	Marian	High School Math Teacher
Roche	Jeeva	Instructional Coach
Zherebnenkov	Nikolay	SPED Teacher

# Coversheet

## New Contracts

**Section:** III. Approval of Consent Items

**Item:** C. New Contracts

**Purpose:**

**Submitted by:** Thomas James

**Related Material:**

Independent Contractor Agreement 1099 MB 6\_23 (1).pdf

FY2024 schoolAbility Services Agreement - Back Office and Payroll Services (CA\_OMIA) v20230520.pdf

FY2024 Back Office and Payroll Services - Addendum 1 Statement of Work (CA\_OMIA) v20230520.pdf

Cost Proposal for Oakland Military Institute Col SCH 612023 Read 180 additional licenses & teacher materials\_6.2.23.pdf

Estimate\_Jane Schaffer.pdf

### BACKGROUND:

In accordance with the Fiscal Policies and Procedures Manual approved at its June 23, 2020 meeting, the OMI Board of Directors must approve all contracts for services over \$10,000.00.

Attached you will find:

Contract #1: Tech Consulting Mark Basnage 2023-2024- \$72,000

Contract #2: Financial Software & Financial Consulting- schoolAbility- \$240,000

Contract #3: Read 180 Licenses- \$60,658.16

Contract #4: Jane Schaffer Contract- \$34,348

### RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the attached open contract with the potential of reaching or exceeding \$10,000 during the time period of May 1, 2023- May 31, 2023.

**INDEPENDENT CONTRACTOR AGREEMENT  
BETWEEN  
OAKLAND MILITARY INSTITUTE AND MARK BASNAGE**

This Agreement is made between the Oakland Military Institute (“OMI”), a California non-profit corporation with its principal place of business at 3877 Lusk St., Oakland, CA 94608, and Mark Basnage (“Independent Contractor”).

It is the desire of OMI to engage the services of an Independent Contractor. Such services and the relationship between OMI and Independent Contractor shall be governed according to the following terms and conditions:

**SECTION 1. SERVICES TO BE PERFORMED.** Independent Contractor agrees to perform the services detailed in **Attachment A** on OMI’s behalf.

**SECTION 2. PAYMENT.** In consideration for the services to be performed by Independent Contractor, OMI agrees to pay Independent Contractor at the rate of \$150.00 per hour, hours not to exceed 480 hours, or \$72,000.00, approximately one (2) day a week for the term of this Agreement. The span of minimum availability is from the execution of this contract [July 2023], after the previous contract is depleted, to June 30, 2024. In-person work will be based on project and site needs. In-person vs virtual tasks are to be determined by the supervisor in collaboration with the contractor on a weekly basis based on assessed needs and deliverables. Extension of the contract past June 2024 will be discussed and agreed upon on or June 1, 2024.

The contractor will submit an invoice twice per month at the middle and end of the month for payment within 5 days.

**SECTION 3. EXPENSES.** Independent Contractor shall be responsible for all expenses incurred while performing services under this Agreement, including meals, lodging, and transportation. However, OMI shall reimburse Independent Contractor for all reasonable and approved out-of-pocket expenses necessarily incurred in connection with the performance of services under this Agreement. Independent Contractor shall submit an itemized statement of such expenses. OMI shall pay Independent Contractor within thirty (30) days from the date of each statement.

**SECTION 4. MATERIALS.** Independent Contractor will furnish all materials, equipment and supplies used to provide the services required by this Agreement.

**SECTION 5. CONDITIONS OF INDEPENDENT CONTRACTOR SERVICES.** As a condition of Independent Contractor being selected to provide the services detailed in **Attachment A**, Independent Contractor shall provide OMI with the following documents and Standard of Care:

- Copy of qualifications, including resume, credential, license(s), or certification for Independent Contractor as they relate to the services provided under **Attachment A**;
- W-9.

**STANDARD OF CARE.**

5.1 Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of OMI staff.

5.2 Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.

5.3 Contractor hereby represents that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.

5.4 Contractor shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Contractor understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Consultant in performing the Services.

**SECTION 6. INTELLECTUAL PROPERTY OWNERSHIP.** Independent Contractor assigns to OMI all patent, copyright and trade secret rights in anything created or developed by Independent Contractor for OMI under this Agreement. This assignment is conditioned upon full payment of the compensation due Independent Contractor under this Agreement. Independent Contractor shall help prepare any documents OMI considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to OMI. Independent Contractor agrees to honor the proprietary information of OMI and shall not disclose or circumvent such proprietary information now or in the future. Upon the conclusion of this Agreement, Independent Contractor shall return all records, files, contacts and other proprietary information of OMI to OMI. However, OMI shall reimburse Independent Contractor for all reasonable actual expenses necessary to carry out the terms of this Section.

**SECTION 7. TERM OF AGREEMENT.** This agreement will become effective when signed by both parties and will terminate the date either party terminates the Agreement as provided below, or on June 1, 2023, whichever occurs earlier.

**SECTION 8. TERMINATING THE AGREEMENT.** During the term of this Agreement, either party may terminate the Agreement without cause or advance notice at any time by providing written notice to the other party.

This Agreement terminates automatically on the occurrence of any of the following events: (a) the bankruptcy or insolvency of either party; (b) sale of business of either party; or (c) the death or permanent disability of either party; (d) material breach of any term or condition of this Agreement; or (e) revocation or nonrenewal of the OMI charter.

**SECTION 9. INDEPENDENT CONTRACTOR STATUS.** Independent Contractor is an independent contractor, not an employee of OMI. Independent Contractor's employees or subcontractors are not OMI's employees. Independent Contractor and OMI agree to the following rights consistent with an independent contractor relationship:

(a) Independent Contractor has the right to perform services for others during the

term of this Agreement.

- (b) Independent Contractor has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of Independent Contractor's services are consistent with the responsibilities set forth herein at **Attachment A** as dictated by OMI.
- (c) Independent Contractor shall perform the services required by this Agreement; OMI shall not hire, supervise or pay any assistants to help Independent Contractor.
- (d) Independent Contractor shall not receive any training from OMI in the skills necessary to perform the services required by this Agreement.
- (e) OMI shall not require an Independent Contractor to devote full time to performing the services required by this Agreement.
- (f) Independent Contractor is not eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of OMI.

**SECTION 10. WORKERS' COMPENSATION.** OMI shall not obtain workers' compensation insurance on behalf of Independent Contractor or Independent Contractor's employees.

**SECTION 11. LOCAL, STATE AND FEDERAL TAXES.** Independent Contractor shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. OMI will not:

- (a) Withhold FICA from Independent Contractor's payments or make FICA payments on Independent Contractor's behalf;
- (b) Make state or federal unemployment compensation contributions on Independent Contractor's behalf; or
- (c) Withhold state or federal income tax from Independent Contractor's payments.

If an Independent Contractor is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to OMI. Independent Contractor shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by OMI.

**SECTION 12. CONFIDENTIALITY.** Independent Contractor acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by OMI and/or used by OMI in connection with the operation of its business including, without limitation, OMI's business and product processes, methods, pupil/personnel record information, accounts and procedures. All information regarding students of OMI will remain confidential to the Independent Contractor unless a separate, specific, properly executed consent (including permission from OMI's student and his or her parent) for the release of information is obtained prior to such release. Any information regarding student(s) received by OMI's personnel or Independent Contractor providing services pursuant to this Agreement shall remain confidential



and shall not be communicated to any person or entity other than appropriate OMI personnel.

**SECTION 13. EXCLUSIVE AGREEMENT.** This is the entire Agreement between Independent Contractor and OMI. All previous agreements between the parties, if any, whether written or oral, are merged herein and superseded hereby.

**SECTION 14. MODIFYING THE AGREEMENT.** This Agreement may be supplemented, amended, or modified only by the mutual agreement of both parties. No modification of this Agreement shall be binding unless in writing and expressing an intent to modify the Agreement and signed by both parties.

**SECTION 15. DISPUTE RESOLUTION.** If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator in Stanislaus County. Any costs and fees other than attorneys' fees associated with the mediation shall be shared equally by the parties. If it proves impossible to arrive at a mutually satisfactory solution through mediation, the parties agree to submit the dispute to a mutually agreed-upon arbitrator in Alameda County. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration, including attorneys' fees, will be allocated by the arbitrator.

**SECTION 16. LIMITED LIABILITY.** This provision allocates the risks under this Agreement between Independent Contractor and OMI. Independent Contractor's pricing reflects the allocation of risk and limitation of liability specified below. However, Independent Contractor shall remain liable for bodily injury or personal property damage resulting from grossly negligent or willful actions of Independent Contractor or Independent Contractor's employees or agents while on OMI's premises to the extent such actions or omissions were not caused by OMI. NEITHER PARTY TO THIS AGREEMENT SHALL BE LIABLE FOR THE OTHER'S LOST PROFITS, OR SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, WHETHER IN AN ACTION IN CONTRACT OR TORT, EVEN IF THE PARTY HAS BEEN ADVISED BY THE OTHER PARTY OF THE POSSIBILITY OF SUCH DAMAGES.

**SECTION 17. LIABILITY AND INDEMNIFICATION.** With regard to the services to be performed by the Independent Contractor pursuant to the terms of this Agreement, OMI shall not be liable to the Independent Contractor, or to anyone who may claim any right due to any relationship with the Independent Contractor, for any acts or omissions of OMI, except when said acts or omissions of OMI are due to willful misconduct or gross negligence. Independent Contractor shall hold OMI free and harmless from any obligations, costs, claims, judgments, attorneys' fees, and attachments arising from or growing out of the services rendered by Independent Contractor pursuant to the terms of this agreement or in any way connected with the rendering of services, except when the same shall arise due to the willful misconduct or gross negligence of OMI and OMI is adjudged to be guilty of willful misconduct or gross negligence by a court of competent jurisdiction.

**SECTION 18. NOTICES.** All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

- (a) When delivered personally to the recipient's address as stated on this Agreement;
- (b) Three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement, or

- (c) When sent by fax to the last fax number of the recipient known to the person giving notice.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Independent Contractor:  
Mark Basnage  
332 Highland Avenue,  
San Mateo, CA 94903  
mbasnage@gmail.com  
(650) 863-8129

If to OMI:  
Attn: Dr. Mary Streshly  
3877 Lusk Street  
Oakland CA 94608  
mstreshly@omiacademy.org  
(510) 594-3983

**SECTION 19. NO PARTNERSHIP.** This Agreement does not create a partnership relationship. Neither party has authority to enter into contracts on the other's behalf.

**SECTION 20. INTERPRETATION AND OPPORTUNITY FOR COUNSEL.** In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

**SECTION 21. APPLICABLE LAW.** This Agreement will be governed by the laws of the State of California.

APPENDIX A

Scope of Services

Description of Responsibilities, Projects and/or Probable Tasks

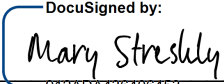
1. Lead and finalize inventory system for technology devices and software contracts.
2. Troubleshoot and remediate site and classroom connectivity and hardware issues as they arise.
3. Bring stability and reliability to the technology systems and procedures at the school. This means working to recover passwords, accounts, and documentation as soon as possible. These systems include:
  - Comcast internet (ISP) documentation, renewal.
  - DNS and Domain name services ([oakmil.org](http://oakmil.org), [omiacademy.org](http://omiacademy.org), etc).
  - Server and network equipment support -- logins, support contracts, etc.
  - Software and licenses
  - Included in this step is a series of conversations with OMI folks about what they use (software, services, systems), and what their pain points are.
4. Map out what the school needs to support its mission of teaching and learning, making recommendations to the OMI administration and/or board for at least these systems and aspects:
  - network plan (wired and wireless, internet service to school)
  - servers and services and software
  - security (from antivirus to security cameras)
  - phone system
  - A/V in classrooms and other spaces
  - what equipment and services might be discontinued, removed
  - mapping out a plan to return to 1:1
  - tech ticketing system
  - policies and PD needed
5. Part of this plan would be options/recommendations for staging new purchases, including notes about what eRate may help with, etc.
 

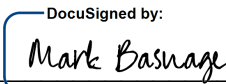
Build documentation so that there is no single point of failure. Craft and adopt policies for school, faculty, and students as needed.
6. Coordinating with others to get the (improved) technology systems ready for the start of school in early August 2023.
7. Helping as needed find full-time support staff, volunteers, and/or interns for the school's technology team and providing transition services to the new OMI technology manager.
8. Provide advice about eRate and other technology funding opportunities, and also upcoming state/federal opportunities such as the Golden State Pathways Program, or other STEM/tech areas.

SIGNATURES:

ON BEHALF OF OMI:

Independent Contractor:

DocuSigned by:  
  
 912ADA436406453...

DocuSigned by:  
  
 FC8E147A932C4E6...

Dr. Mary Streshly  
Superintendent, Oakland Military Institute

Mark Basnage  
Independent Contractor

Date: 6/1/2023

Date: 6/1/2023



July 1, 2023

Dr. Mary Streshly  
Superintendent  
Oakland Military Institute College Preparatory Academy  
3977 Lusk Street  
Oakland CA 94608

***Re: Services Agreement***

Dear Dr. Streshly:

This is a Services Agreement (“Services Agreement”) by and between **OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY**, a California charter school with a mailing address at 3977 Lusk Street Oakland CA 94608 (“Client”) and **SCHOOLABILITY, LLC** (“Consultant”), an Arizona limited liability company with a mailing address at P.O. Box 21565, Albuquerque, NM 87154 (“Consultant”), entered into as of the date first written above (the “Effective Date”). Customer and Consultant hereby agree as follows:

**1. SERVICES.** In consideration of Client’s performance under this Services Agreement, including without limitation Client’s timely payment of Fees as described in **SECTION 2 (“FEES AND PAYMENT”)** below, Consultant agrees to use its commercially reasonable efforts to provide to Client certain back office and payroll services (collectively, “Services”), as such Services are further described in **EXHIBIT A (“SERVICES, FEES AND CHARGES”)**.

**2. FEES AND PAYMENT.**

**2.1 Fees.** Client hereby agrees to pay to Consultant certain fees (“Fees”) under this Services Agreement as described in **EXHIBIT A (“SERVICES, FEES AND CHARGES”)**.

**2.2 Payment.** Fees shall be due and payable no later than thirty (30) days from the date of corresponding Consultant invoice or receipt of funding from state or other sources, whichever is later. Any late payment of Fees shall bear interest at a rate of one and one-half percent (1.5%) for each month or partial month during which Fees were owed and unpaid, or the highest rate allowed by law, whichever is lower. Without limiting the generality of the foregoing, any failure by Client to pay Fees in a timely manner may be deemed a material breach of this Services Agreement at Consultant’s option.

**3. CONFIDENTIAL INFORMATION.** Each party (the “Disclosing Party”) may in the course of performance of this Services Agreement provide to the other party (the “Receiving Party”) certain confidential information regarding the business, technologies and plans of the Disclosing Party (“Confidential Information”). The Disclosing Party shall mark Confidential Information as such in writing, or when disclosed orally shall identify such Confidential

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Information as such at the time of disclosure, and shall confirm such identification in writing within ten (10) days thereafter. The Receiving Party shall use Confidential Information only in the performance of this Services Agreement, and shall not disclose Confidential Information to any third party other than as required by law during or after the term of this Services Agreement. The obligations of this SECTION 3 (“CONFIDENTIAL INFORMATION”) shall continue for five (5) years from the date of expiration or termination of this Services Agreement.

**4. TERM AND TERMINATION.** The term of this Services Agreement shall commence upon the Effective Date and shall continue until June 30, 2024. Thereafter, the term of this Services Agreement shall continue on a year-to-year basis until such time, if ever, as either party has given the other party at least sixty (60) days’ written notice of non-renewal, in which case the term of this Services Agreement shall expire on the immediately following June 30 date. Either party may terminate this Services Agreement upon notice for the material breach of the other party which material breach has remained uncured for thirty (30) days after the date of notice thereof to the breaching party.

**5. NON-SOLICITATION.** The parties hereby acknowledge that Consultant has expended substantial time, money and effort training its employees and independent contractors with respect to business strategies, techniques and methods related to training and assisting third parties in the use, implementation and service of software and business office operations. Accordingly, during the Term of, and for a period of two (2) years immediately following expiration or termination of, this Services Agreement, Client agrees not to hire, solicit for employment or engage any employee or independent contractor of Consultant, or induce any such employee or independent contractor to terminate or breach any employment or other relationship with Consultant. The parties agree that where Client has breached the foregoing provision, Client shall pay to Consultant as liquidated damages, and not as a penalty, a sum equivalent to the greater of: **(a)** the annual salary of any such employee or amount of contractor fees paid or payable to any such independent contractor in the one (1) year period prior to such breach; or **(b)** the amount paid or payable by Client under this Services Agreement in the one (1) year period prior to such breach.

**6. LIMITATION OF LIABILITY.** ALL GOODS AND SERVICES, INCLUDING WITHOUT LIMITATION THE SERVICES AS DESCRIBED IN SECTION 1 (“SERVICES”), ARE PROVIDED ON AN “AS IS” BASIS WITHOUT WARRANTY. CONSULTANT HEREBY DISCLAIMS ANY AND ALL WARRANTIES WITH RESPECT THERETO INCLUDING WITHOUT LIMITATION ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT OF THIRD PARTY RIGHTS.

**7. DAMAGES.** OTHER THAN FOR DAMAGES ARISING FROM A BREACH OF SECTION 3 (“CONFIDENTIAL INFORMATION”), NEITHER PARTY SHALL BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, INDIRECT, SPECIAL OR PUNITIVE DAMAGES UNDER THIS SERVICES AGREEMENT, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT SHALL THE TOTAL LIABILITY OF CONSULTANT UNDER THIS SERVICES AGREEMENT EXCEED THE GREATER OF ONE HALF (50%) OF TOTAL FEES ACTUALLY PAID TO CONSULTANT HEREUNDER OR

TEN THOUSAND DOLLARS (\$10,000) REGARDLESS OF THE CAUSE OF ACTION, IN CONTRACT, TORT OR OTHERWISE.

**8. INDEMNIFICATION.** Client shall fully indemnify, defend and hold harmless Consultant, its officers, directors, shareholder`s, agents, employees, sublicensees and customers from and against any and all claims, demands, threats, suits or proceedings, and any losses, liabilities, damages, obligations or payments in connection therewith (including without limitation attorneys` fees and court costs) which result from or in connection with any breach or alleged breach of this Services Agreement, including without limitation all provisions of this Services Agreement, provided that Consultant shall give Client prompt notice of each such claim, demand, threat, suit or proceeding and the opportunity to defend or settle the foregoing at Client`s expense.

**9. CHOICE OF LAW AND JURISDICTION.** Any dispute under this Services Agreement shall be subject to the laws of the State of California as apply to contracts entered into and performed in California between California residents and without regard to conflicts of laws principles. The State and Federal courts located in Sacramento, California, shall have sole jurisdiction over any disputes under this Services Agreement and the parties hereby consent to the personal jurisdiction of such courts.

**10. GENERAL.** This Services Agreement may not be assigned by either party without the prior written consent of the other party which consent shall not be unreasonably delayed or withheld. This Services Agreement may be modified only in writing and signed by both parties. Any purported oral amendment to this Services Agreement shall have no effect. This Services Agreement is the entire agreement between the parties with respect to this subject matter, and supersedes any and all prior or contemporaneous, conflicting or additional communications, negotiations or agreements.

If you agree with the terms of this Services Agreement, please so indicate by signing below and returning this Services Agreement to me within fifteen (15) days.

Very truly yours,

\_\_\_\_\_  
Alfredo Diaz  
Manager & CEO  
schoolAbility, LLC

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY**

**BY:** \_\_\_\_\_  
**DR. MARY STRESHLY**

**TITLE: SUPERINTENDENT**

**DATE:** \_\_\_\_\_

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## **EXHIBIT A SERVICES, FEES AND CHARGES**

Consultant shall designate a California Charter School back office and payroll subject matter expert as the principal individual to deliver and to oversee the delivery of Services to Client.

Consultant shall use its commercially reasonable efforts to provide the following Services, either directly itself or through subcontractors selected by Consultant, or both. Consultant shall remain responsible for the performance of any Consultant subcontractors providing Services hereunder:

- 1. Services.** Services as set out in Addendum 1 shall be provided for the term of the Services Agreement.
  
- 2. Office Space, Equipment, and Supplies.** Client shall provide Consultant, without cost, access to and use of available office space, equipment, and supplies at its administrative offices or other mutually agreed upon facility. Consultant agrees to observe Client's normal security and safety rules while using such facilities.
  
- 4. Costs.** Consultant will bill Client, and Client will pay as Fees, any travel and lodging expenses incurred by Consultant personnel in the provision of Services subject to prior written approval by Client. Lodging expenses will include hotel expenses and will apply where Consultant personnel are required to stay overnight. Travel expenses may include airfare if Consultant employees are required to travel by air to reach Client's offices. Travel may include the cost of a rental car. If a Consultant employee uses a personal vehicle, mileage will be charged at the then-currently published IRS reimbursement rate. When a Consultant employee is at or traveling to Client's offices, there will also be a seventy five dollars (\$75) per diem amount charged for meals and incidentals.
  
- 5. Fees and Charges.** Client shall pay those Fees described in Schedule 1 ("Fees").





Schedule 1  
Fees

Fees shall be:

1. **Back Office and Payroll Services Fee:** Two Hundred and Forty Thousand dollars (\$240,000.00) per year, plus applicable taxes (such amount to be deemed the “Back Office and Payroll Services”).
2. **Travel, Living and other Out of Pocket Costs:** To be paid by Customer pursuant to Section 3 of Exhibit A (“Services, Fees and Charges”).

Consultant shall invoice, and Client shall pay:

1. Back Office and Payroll Services shall be invoiced monthly on or about the last day of each month starting with July 1, 2023, at the rate of Twenty Thousand dollars (\$20,000) per month.
2. Travel, Living and other Out of Pocket Costs shall be invoiced monthly starting at the end of month of Effective Date.

**(C) Fee Increases:**

Consultant reserves the right at its sole discretion to increase all Fees for each subsequent annual term of this Customer Agreement, in each case by no more than five percent (5%).





### ADDENDUM 1 STATEMENT OF WORK

Consultant shall be responsible for maintaining an accurate financial system of record but shall not have the authority to make any management-level decisions nor make any recommendations to the Client's governing body. Such decision-making authority and responsibility for making recommendations to Client's governing body shall be exclusive to the Client's Director or designee. Client shall manage the school's day-to-day operations as its administrative manager.

Consultant shall implement the necessary software and set up the systems required to provide Services remotely including training of Client designated liaison.

Consultant shall perform the back office and payroll services functions indicated below under the direction and supervision of Client. Client's designated staff shall assist with the functions indicated below with support from Consultant:

#	Item	Client	Consultant
1.	Keep the Director informed on the business affairs of the school.		✓
2.	Respond to requests for financial/accounting information from Director and others in a timely manner.		✓
3.	Evaluate accounting procedures, systems, and controls in all school departments and recommend improvements in their design, implementation, and maintenance.		✓
4.	Maintain a continuous auditing program for all funds and assist the school's independent and internal auditors in conducting the annual or periodic audits.	Assist with non-business office items	✓
5.	Ensure that accounting systems comply with applicable laws and regulations.		✓
6.	Develop periodic cash flow analysis to aid in determining cash available for investment and payment of bills.		✓
7.	Oversee preparation of monthly bank reconciliations.		✓
8.	Prepare and enter all budget adjustments, additions, and deletions.	Approved by Client	✓
9.	Review all expenditure requests, purchase orders, and check requests and maintain control of budget by verifying availability of funds and proper account coding.	Final approval of all PO's	✓

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#	Item	Client	Consultant
10.	Assist in the preparation of the budget and development of long- and short-range objectives for the business operations of the school.	Final approval of Budget	✓
11.	Ensure that business operations support the school's goals and objectives.	Assist with non-business office items	✓
12.	Comply with policies established by federal and state law, CDE, and local board policy in area of business operations.	Assist with non-business office items	✓
13.	Compile, maintain, and file all physical and computerized reports, records, and other documents as required.	Assist with physical records kept at Client's location	✓
14.	Prepare and evaluate monthly financial statements by funding source and related budget reports.		✓
15.	Develop financial information for submission of data to CDE as required.	Client shall approve all submittals to outside agencies	✓
16.	Oversee quarterly and annual reports for all grant funds.		✓
17.	Prepare all board, administrative, and staff reports in a timely and professional manner.	Assist with non-business office items	✓ Consultant shall be responsible for Financial and business office related reports only
18.	Participate in board meetings remotely (via Zoom or conference call) and make presentations to the board.		Remotely via Zoom or conference call
19.	Prepare Financial schedules for grant applications and compliance reports.		✓

#	Item	Client	Consultant
20.	Purchasing:		
	a) Punch Out Purchasing administration		✓
	b) Purchase Requisitions and Approval workflow	Approve PO's	✓
	c) Purchasing and Ordering	✓	
	d) Receiving and Distribution of goods and services	✓	
21.	Accounts Payable:		
	a) Scanning and uploading invoices and back up documentation to Consultant	✓	
	b) Processing Vendor Invoices	✓	✓
	c) Processing Accounts Payables	Approve all payments	✓
	d) Print and mail checks	✓	
22.	Cash receipts:		
	a) Process cash receipts and bank deposits	✓	
	b) Record deposits		✓
23.	Human Resources:		
	a) Applicant tracking and processing	✓	
	b) Employee HR files	✓	
	c) Benefits management	✓	
	d) STRS/PERS Appointments		✓
	e) Contributions and Deductions	✓	✓
	f) Time and Attendance records collection and upload for Payroll	✓	

#	Item	Client	Consultant
	g) Employee Online Portal administration		✓
24.	Payroll:		
	a) Payroll processing a. Paychecks b. Direct Deposits	Approve Payroll Registers	✓
	b) Payroll Liabilities processing a. Health & Welfare b. Garnishments c. Federal and State Payroll Taxes		✓
	c) 941 preparation and filing		✓
	d) STRS/PERS a. reporting b. tracking		✓
	e) EDD filings and responses		✓
	f) Credential monitoring and management	✓	✓
	g) Time and Attendance	✓	
	h) Payroll Reporting a. Monthly, b. Quarterly, and c. Annual (including W2 and 1095).		✓

**SCHOOLABILITY, LLC**

**By:** \_\_\_\_\_

Alfredo Diaz  
Manager & CEO  
schoolAbility, LLC

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY**

**By:** \_\_\_\_\_

**DR. MARY STRESHLY**

**TITLE: SUPERINTENDENT**

**DATE:** \_\_\_\_\_



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1.	Keep the Director informed on the business affairs of the school.		✓
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3.	Evaluate accounting procedures, systems, and controls in all school departments and recommend improvements in their design, implementation, and maintenance.		✓
4.	Maintain a continuous auditing program for all funds and assist the school's independent and internal auditors in conducting the annual or periodic audits.	Assist with non-business office items	✓
5.	Ensure that accounting systems comply with applicable laws and regulations.		✓
6.	Develop periodic cash flow analysis to aid in determining cash available for investment and payment of bills.		✓
7.	Oversee preparation of monthly bank reconciliations.		✓
8.	Prepare and enter all budget adjustments, additions, and deletions.	Approved by Client	✓
9.	Review all expenditure requests, purchase orders, and check requests and maintain control of budget by verifying availability of funds and proper account coding.	Final approval of all PO's	✓

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12.	Comply with policies established by federal and state law, CDE, and local board policy in area of business operations.	Assist with non-business office items	✓
13.	Compile, maintain, and file all physical and computerized reports, records, and other documents as required.	Assist with physical records kept at Client's location	✓
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	c) Processing Accounts Payables	Approve all payments	✓
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	b) Employee HR files	✓	
	c) Benefits management	✓	
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	e) Contributions and Deductions	✓	✓
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#	Item	Client	Consultant
	g) Employee Online Portal administration		✓
24.	Payroll:		
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	b) Payroll Liabilities processing a. Health & Welfare b. Garnishments c. Federal and State Payroll Taxes		✓
	c) 941 preparation and filing		✓
	d) STRS/PERS a. reporting b. tracking		✓
	e) EDD filings and responses		✓
	f) Credential monitoring and management	✓	✓
	g) Time and Attendance	✓	
	h) Payroll Reporting a. Monthly, b. Quarterly, and c. Annual (including W2 and 1095).		✓



# Houghton Mifflin Harcourt

**Proposal #008713682**

Prepared For

## **Oakland Military Institute Col**

3877 Lusk St  
Emeryville CA 94608

**Attention:**

**Mary Streshly**

**mstreshly@omiacademy.org**

For the Purchase of:

## **Read 180 (SAMC)**

License renewal date: 7/25/23-7/25/25

**Prepared By**

**Hasia Babicz**

**hasia.babicz@hnhco.com**

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hnhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Mary Streshly  
mstreshly@omiacademy.org

Send **Orders** to:  
orders@hnhco.com  
FAX: 800-269-5232

**HMH Confidential and Proprietary**

# Oakland Military Institute Col

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>System 44</b>					
<b>Materials and Services</b>					
3021667	9780545501132 System 44 Next Generation Resources For Differentiated Instruction	\$450.00	1	\$450.00	
<b>Total for Materials and Services</b>		<b>\$450.00</b>			
<b>Total for System 44</b>		<b>\$450.00</b>			
<b>Read 180 Stage B</b>					
<b>Materials and Services</b>					
6003161	9781328028013 READ 180 Universal Course B Student Subscription Package, 2 Year License renewal date: 7/25/23-7/25/25	\$399.00	40	\$15,960.00	
9781328024350	Literacy Intervention License (R180 U Stage B / S44 Secondary) TeacherSubscription License renewal date: 7/25/23-7/25/25	\$599.00			1
3017557	9780545900119 California READ 180 Universal Stage B Teacher BookShelf c	\$750.00	1	\$750.00	
3016630	9780545900843 READ 180 Universal Stage B Independent Reading Library with System 44 (includes READ 180 Paperback Collection of 30 titles, 4 copies each; Audiobook Collection of 5 titles, 4 copies each; System 44 Secondary Paperback Collection of 26 titles, 4 copies each)	\$2,251.56	1	\$2,251.56	
<b>Total for Materials and Services</b>		<b>\$18,961.56</b>			
<b>Total for Read 180 Stage B</b>		<b>\$18,961.56</b>			
<b>Read 180 Stage C</b>					
<b>Materials and Services</b>					
6003162	9781328028020 READ 180 Universal Course C Student Subscription Package, 2 Year License renewal date: 7/25/23-7/25/25	\$399.00	73	\$29,127.00	
<b>Total for Materials and Services</b>		<b>\$29,127.00</b>			
<b>Total for Read 180 Stage C</b>		<b>\$29,127.00</b>			

License renewal date: 7/25/23-7/25/25

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Mary Streshly  
mstreshly@omiacademy.org

Send **Orders** to:  
orders@hnhco.com  
FAX: 800-269-5232

**HMH Confidential and Proprietary**

# Oakland Military Institute Col

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
------	-------	-------	----------	-----------------------	-------------------------

<b>Subtotal Purchase Amount:</b>	<b>\$48,538.56</b>
<b>Shipping &amp; Handling:</b>	<b>\$6,480.18</b>
<b>Sales Tax:</b>	<b>\$5,639.42</b>

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# Oakland Military Institute Col

**Total Cost of Proposal (PO Amount): \$60,658.16**

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## Estimate

<b>ADDRESS</b>	<b>SHIP TO</b>	<b>ESTIMATE #</b> 0802-937
Dr. Mary Streshly	Dr. Mary Streshly	<b>DATE</b> 05/16/2023
Oakland Military Institute	Oakland Military Institute	
3877 Lusk Street	3877 Lusk Street	
Oakland, CA 94608	Oakland, CA 94608	

QTY	DESCRIPTION	RATE	AMOUNT
1	Jane Schaffer Academic Program -- OnSite Training -- Customized Workshop: Prompt Development and Process (August 2, 2023)	4,250.00	4,250.00
1	Jane Schaffer Academic Writing Program - OnSite Workshop -- Expository and Infotmational Writing Across-the-Curriculum for New Hireres, Military Staff, Math, Other Staff Who Have Not Been Trained (August 2, 2023	4,250.00	4,250.00
20	JSWP Materials -- Expository/Informational Writing Across-the-Curriculum -- Teacher's Guide, Student Masters, Pen Set	69.95	1,399.00
2	Jane Schaffer Academic Writing Program - OnSite Job-embedded Training - Modeling JSWP Skills with Student Participants and Teacher Observers, Including Debriefing Protocol (September 2023)	5,000.00	10,000.00
2	Jane Schaffer Academic Writing Program -- OnSite Training -- The MockX - Benchmark Scoring, JSWP Assessment Implimentation (October 30, 2023 - All Staff; January 2, 2024 - ELA Department)	4,250.00	8,500.00
1	Jane Schaffer Writing Program -- OnSite Training -- SBAC Argumentation Performance Task (March 11, 2024)	4,250.00	4,250.00
20	JSWP Materials -- SBAC Argumentation Performance Task -- Teacher's Guide, Pen Set	59.95	1,199.00
1	Shipping and Handling	500.00	500.00

ALL STUDENTS CAN THINK; ALL STUDENTS CAN WRITE.

SUBTOTAL	34,348.00
TAX	0.00
<b>TOTAL</b>	<b>\$34,348.00</b>

Accepted By

Accepted Date

# Coversheet

## Summer School Update

**Section:** V. Information/Discussion Items  
**Item:** A. Summer School Update  
**Purpose:**  
**Submitted by:** Mary Streshly  
**Related Material:** Summer School Updates June 2023.pdf

### BACKGROUND:

Our School Counselors, Tim Murray and Kayla Simmons will provide the Board a brief update on 2023 Summer Session.



# Summer School Updates

June 2023

# Summer School Updates

1. Attendance numbers
2. Hours
3. Staffing
4. Aides/ Tutors
5. Classes Offered and Active Enrollments

# Attendance & Hours

1. Attendance numbers -
  - a. HS - 52 expected , 5-10 absent per day
  - b. MS - 48 expected , 1-5 absent per day
2. Hours
  - a. Half-day mandatory
    - i. Mornings =H.S & Middle School Overflow (1-3 students)
      1. 8a-11:00a
        - a. Break 9:30a-9:45a
    - ii. Afternoons = M.S. & High School Overflow (5-10 students)
      1. 11a-1:30p
        - a. Lunch 12p-12:30p
    - iii. MilSci Remediation
      1. 11am-3:00p (On main side supporting with Summer Camp)
    - iv. Credit Recovery

# Staffing / Aides & Tutors

## 1. Staffing -

- a. 2 leadership,
  - i. Ms.Simmons and Mr. Murray
- b. 6 teachers
  - i. Ms. Amaya (HS Spanish/MS Computer Science- 6th grade)
  - ii. Ms. Dummett (HS History/ SPED MS Math-7th/8th)
  - iii. Mr. Lara (HS Biology/ HS Overflow)
  - iv. Ms. Nakhla (HS Math/ MS Math-8th)
  - v. Ms. Quinn (HS English/ MS Math-7th)
  - vi. Ms. Kang (HS English/ MS-8th)
- c. 3 aides,
  - i. Patty (Biology, Math & Spanish)
  - ii. Edgar (Math & English)
  - iii. Daniel (

- a. 4 campus monitors (2 of which are extra classroom support),
  - i. Hernandez (Main campus/ 39th)
  - ii. Harmon (Floater)
  - iii. Thomas (Gate/ Overflow/ additional classroom support as needed)
  - iv. Napier (Gate check-ins/ floater/ additional classroom support as needed)
- b. 1 counselor
  - i. Ms. Medina - Sped & General Mental Health)/support staff
- c. 1 cafeteria server
  - i. Mr. Aguilar - HS break/ MS lunch

## 2. Aides/ Tutors

- a. 3 aides,
  - i. Patty - Math & Biology
  - ii. Edgar - Math Floater
  - iii. Daniel - English & History
- b. No tutors

# Classes Offered and Active Enrollments

## 1. Classes Offered and Active Enrollments

- a. English (9,10,11)
- b. Math (Algebra I, Geometry, Algebra II)
- c. Spanish (I,II)
- d. History (World, U.S.)
- e. Science (Biology)
- f. P.E. (area beautification, athletics inventories/equipment consolidation,, and facility tasks)
- g. Military Science (Camp support 5-9 June, 10-14 July, Summer Encampment Participation, or Survival Participation)

# Coversheet

## 2023 Graduates "At A Glance"

**Section:** V. Information/Discussion Items  
**Item:** B. 2023 Graduates "At A Glance"  
**Purpose:**  
**Submitted by:** Mary Streshly  
**Related Material:** 2023 Graduates at a Glance Slides.pptx.pdf

### BACKGROUND:

Our College and Career Counselor, Tim Murray, will provide the Board with a brief summary of attributes and accomplishments of our class of 2023 OMI graduates.

# Senior Stats/Postgraduation Plans

## Class of 2023

- Attending universities such as Stanford, UC-Berkeley, UC-Davis, UC-Irvine, UC-Santa Barbara, USC, Pomona College, and CSUs across the state
- 33% of the graduating class received the Oakland Promise Scholarship
- Of 60 graduating students, 35 students are attending 4-year colleges, 23 of which are receiving scholarships and financial aid covering 100% of tuition
- 21 students plan to attend Community colleges and Technical Certification programs
- 100% of students completed FAFSA
- 8 College Campus Visits (school organized)
- Questbridge, Thrive Scholars, Gates, Black College Expo, Students Rising Above, and the EOYDC Scholarship are among opportunities that our Seniors took advantage



# Exit Survey Takeaways

- Students value dual enrollment opportunities (it may be just one class but it is a major boost); especially elective classes that wouldn't typically be offered within our A-G course offerings
- The military science curriculum is less relevant as students grow into juniors/seniors which is why they want to build life skills (time management and financial literacy as primary themes) while focusing on preparation for college/career
- They felt teaching/academic rigor took a dip post-pandemic and they were not collectively strong in their applications, testing skills, and writing personal statements. Some teachers have a tendency of staying behind the computer rather than initiating learning.
- Discipline and leadership builds confidence and willingness to perform roles as civil servants with a large percentage of students pursuing careers in medical or community related work
- There was a lack of focus on mental health, and not clear student accessibility, especially in transitioning back to school post-pandemic, students indicated a lack of social/emotional support
- Extracurriculars and athletics are an important part of the high school experience that they missed out on for 2 years and wished they had more resume boosting opportunities



# Coversheet

## 2023-2024 Proposed Budget

**Section:** VI. Public Hearing  
**Item:** A. 2023-2024 Proposed Budget  
**Purpose:**  
**Submitted by:** Mary Streshly  
**Related Material:** OMI - Original Budget Packet - FY2024.pdf  
2023-24 OMIA Original Budget Presentation 2023.06.08(2).pdf

### BACKGROUND:

Jacque Eischens, our Schoolability Fiscal Services Advising CFO, will present our 2023-2024 budget, including budget attributes, budget assumptions and multi-year projections.

### RECOMMENDATION:

It is the recommendation of Staff that the Board hear the budget presentation and any public comments during Public Hearing and seek any necessary clarifications on the budget as it is presented, then provide the Superintendent and Staff any necessary feedback or direction during this first reading/public hearing in order that staff may bring a budget on June 22, 2023 suitable for Board approval/adoption.

# **FISCAL YEAR 2023-24 ORIGINAL BUDGET**



**Meeting of the Governing Board  
June 9, 2023**

Prepared by:  
Rebekah Runyan, CPA/ K12 Accounting, LLC  
Jacque Eischens/ schoolAbility, LLC

# Table of Contents

Budget Development Team .....	3
Original Budget and Interim Financial Reporting .....	4
Local Control Funding Formula (LCFF) .....	4
Average Daily Attendance.....	4
Budget Highlights .....	5
Planning Factors .....	6
Budget Summary .....	7
Revenue Summary .....	8
Expenditure Summary .....	9
Personnel Costs .....	10
Non-Personnel Costs .....	11
Multi-Year Projections .....	15
Multi-Year Revenue Projections .....	16
Multi-Year Expenditure Projections.....	16
Going Forward.....	17
2023-2024 Adopted Budget Charter Alt Form .....	19
Original Budget LCFF Calculator .....	25

# Budget Development Team

## Oakland Military Institute Administration Team

Dr. Mary Streshly

Chief Thomas James

Lieutenant Colonel Vincent Salazar

Kathryn Wong

## Business Management Team

Rebekah Runyan, CPA

Jacque Eischens

# Background

## Original Budget and Interim Financial Reporting

Local educational agencies (LEAs) are required to pass an original budget in June for the upcoming school year and fiscal year (FY) that runs from July 1<sup>st</sup> through June 30<sup>th</sup>. Oakland Military Institute College Preparatory Academy (referred to in this document as Oakland Military Institute, OMI and the school) provides these reports to Oakland Unified School District (OUSD) and posts to the school's website. OUSD reviews the original budget and sends the final draft to Alameda County Office of Education.

## Local Control Funding Formula (LCFF)

LCFF funding is allocated through the Principal Apportionment and is funded through a combination of property taxes and state funding from the State School Fund and Education Protection Act. This is the primary source of an LEA's general-purpose funding and is calculated on average daily attendance. The funding is made up of three components.

**Base Grant** is the per pupil amount of state funding and property tax revenue. The LEA receives this funding based on the Average Daily Attendance (ADA). Funding is based on the number of days students attend school rather than on the total number of students enrolled. These funds are often referred to as the "unrestricted funds" and are used to run the core activities of the district: facilities, school management, teachers, etc. and other core expenses required to keep things running.

The state funding portion backfills property tax revenues. If the LEA receives property tax revenue that is \$100,000 more than projected, state funding is reduced by \$100,000 and vice versa. As Oakland Military Institute's charter authority, Oakland Unified School District receives property taxes and distributes them to OMI based on average daily attendance.

**Supplemental and Concentration Grants** are calculated based on a 3-year rolling average of the District's Unduplicated Pupil Count on Census Day. These funds are used for supplementary expenditures that increase or improve services to unduplicated pupils. The unduplicated pupil count consists of students considered low income (measured by Free-Reduced meal eligibility), English language learners, and/or foster youth. These funds are distributed along with the state funding portion of the base grant.

**Education Protection Account (EPA)** funds are generated through Proposition 30. The original act included a .25 sales tax increase that expired in 2016. That same year, voters extended the income tax increase for upper-income taxpayers to 2030. These taxes are deposited into the EPA. A calculation is used to determine the amounts distributed to schools. As with property taxes, increased EPA revenue decreases state funding portion and vice versa.

## Average Daily Attendance

Average Daily Attendance (ADA) is the total number of days of student attendance divided by the total number of days taught. LEAs do not receive funding for students for days they are absent.

# Budget Analysis

## Budget Highlights

OMI collaborated with administration, the business office, military personnel, and CBO contractors to develop a budget that is aligned with the school's goals. OMI balanced the original FY23-24 budget using \$46,723 in cash reserves.

The unrestricted funding, determined by the LCFF calculator, will see an increase of 22% due to budgeting 525 pupils in school year 2023-2024, up from 455 pupils in school year 2022-2023. A 8.22% LCFF COLA was also included in the projected new revenue.

Governor Gavin Newsom's May Revision of the 2023-24 State Budget reflects a \$31.5 billion budget shortfall due to underperforming revenues, which is an increase of \$9.3 billion since January 2023. Despite the economic uncertainties, education funding, particularly the cost-of-living adjustment (COLA) for K-14 education, is prioritized. However, this comes at the expense of reduced one-time funds, and further reductions may be necessary if economic risks materialize.

The May Revision highlights the risks to the budget, including the federal debt ceiling issue, increased borrowing costs, and delayed tax revenues. The budget assumes continued economic growth but acknowledges the potential for a recession, which could significantly impact the deficit. To mitigate risks, the Governor maintains budget reserves of \$37.2 billion but relies on borrowing, deferred investments, and reductions in one-time funding for education.

- Governor Newsom's May Revision reveals a \$31.5 billion budget shortfall, an increase of \$9.3 billion since January, due to underperforming revenues.
- Education funding, particularly the cost-of-living adjustment (COLA) for K-14 education, is protected, but one-time funds are reduced.
- The budget presented is one of the riskiest in over a decade. It faces risks from the federal debt ceiling, increased borrowing costs, and delayed tax revenues.
- Economic growth is projected, but a recession could create an additional deficit of up to \$40 billion.
- The budget reserves amount to \$37.2 billion, and the Governor refrains from using tools typically employed during economic downturns.
- The Proposition 98 minimum guarantee for education funding decreases by \$3.7 billion compared to 2021-22 levels.
- The Local Control Funding Formula (LCFF) receives an 8.22% COLA and additional funding for high-poverty schools.
- Special education funding and screening for reading difficulties are addressed, with adjustments and additional support proposed.
- Universal school meals and the California State Preschool Program receive increased funding, including a COLA for the latter.

The original budget for 2023-24 will be based on Governor Newsom's May revisions. The budget development team will review guidance from various sources including School Services of California (SSC), Fiscal Crisis and Management Assistance Team (FCMAT), Business and Administration Services Committee (BASC), and Charter School Development Center (CSDC) when adjusting the budget at 1<sup>st</sup> and 2<sup>nd</sup> interim reporting.

## Planning Factors

Key planning factors for 2023-24 original budget and multi-year projections as provided by the Business and Administration Services Committee of the California County Superintendents based on assumptions used by the California Department of Finance.

Planning Factor	2023-24	2024-25	2025-26
<b>Cost of Living Adjustment (COLA)</b>			
LCFF COLA*	8.22%	3.94%	3.29%
<b>Employer Benefit Rates</b>			
CalSTRS	19.10%	19.10%	19.10%
CalPERS-Schools	27.00%	28.10%	28.10%
<b>Lottery</b>			
Unrestricted per ADA	\$170	\$170	\$170
Proposition 20 per ADA	\$67	\$67	\$67
<b>Mandated Block Grant</b>			
<b>Charters</b>			
K-8 per ADA	\$18.34	\$19.83	\$20.53
9-12 per ADA	\$50.98	\$55.12	\$57.07

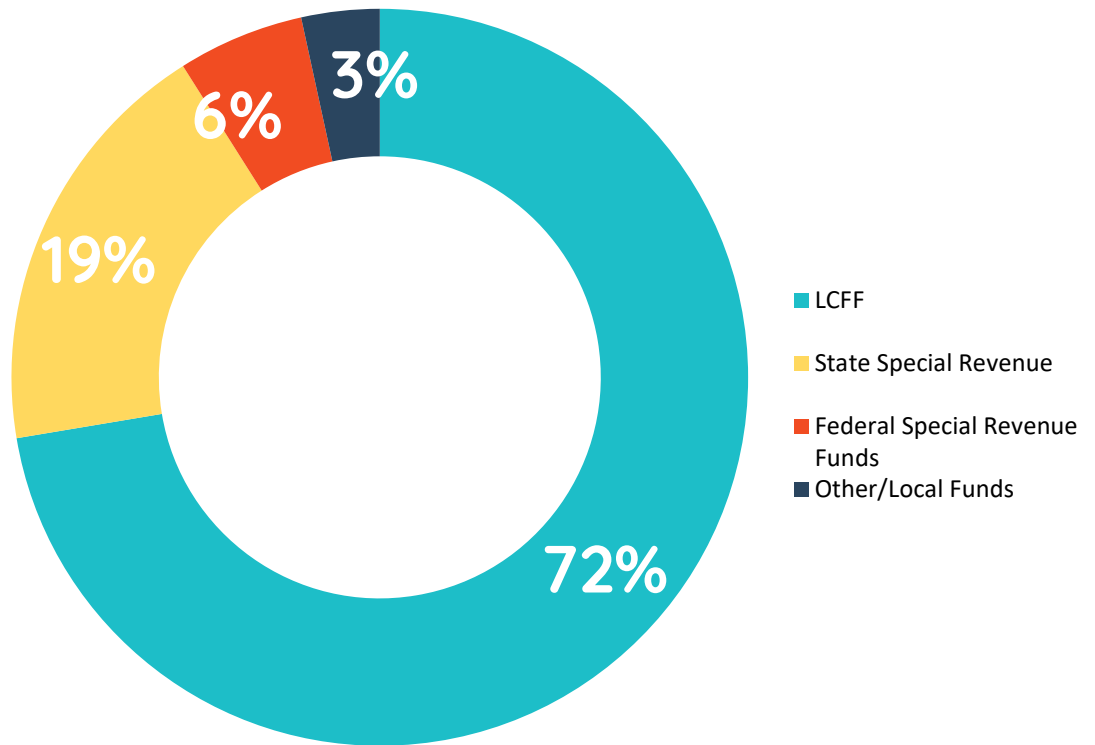
The budget was created using a 4% increase year after year that accounts for the steps up in the salary schedule for all staff.

## Budget Summary

The school’s overall projected budget for the school year 2023-2024 is \$10,440,928, which includes both projected new revenue of \$10,394,205 and projected fund balance (cash carryover) of \$46,723. Funding from the LCFF calculator is based on 525 students, an increase of 70 students from P2 reporting as well as a LCFF COLA of 8.22%

Funding for Food Services will be based on actuals from FY 2024. The budget has been created using an estimate based on the current year’s revenue and anticipated student count for next year.

The LCFF funding makes up most of the budget at 72% of the proposed FY23-24 budget. The unrestricted LCFF funds are used to cover the costs of operations. The breakout of the proposed budget is as presented below.



State Special Revenue sources include Early Learning Opportunities, After School Education Safety Grant, Educator Effectiveness, Lottery Instructional Materials, Special Education, SPED Dispute, Special Education – Mental Health, Arts, Music and Instructional Materials Block Grant, Kitchen Training, Kitchen Infrastructure, A-G Completion Improvement Grant, Learning Recovery Block Grant, Prop 28 Arts and Music, A-G Learning Loss Mitigation, Expanded Learning Opportunities Grant and the National Guard.

Federal Special Revenue sources include No Child Left Behind/Every Student Succeeds Act (Title I-IV), Special Education (IDEA), the National School Lunch Program, and ESSER III.

Other Local Funds include the new donor sponsored Superintendent Commandant Fund.



## Revenue Summary

Oakland Military Institute is projecting 525 students for the upcoming 2023-2024 school year with an average daily attendance of 92%. At First Interim, the school will increase or decrease ADA projections based on actual enrollment.

Below is a chart that summarizes Oakland Military Academy's estimated revenue for school year 2022-2023 versus the projected revenue for school year 2023-2024. The school is anticipating a decrease in overall revenue of 6.8%. This decrease is due mainly to one-time state and federal funds being spent down like the ESSER II and ESSER III funds.

LCFF Revenue Sources	2022-23	2023-24	Change	%Change
State Aid - Current Year	\$3,058,653	\$4,022,288	\$963,635	31.51%
Education Protection Account State Aid - Current Year	\$1,352,850	\$1,691,489	\$338,639	25.03%
State Aid - Prior Years	\$245,327	\$0	(\$245,327)	-100.00%
Transfers of Charter Schools in Lieu of Property Taxes	\$1,456,206	\$1,456,206	\$0	0.00%
<b>Total, LCFF Sources</b>	<b>\$6,113,036</b>	<b>\$7,169,983</b>	<b>\$1,056,947</b>	<b>17.29%</b>

Federal Revenue Sources	2022-23	2023-24	Change	%Change
No Child Left Behind/ Every Student Succeeds Act	\$96,419	\$96,419	\$0	0.00%
Special Education - Federal	\$90,836	\$62,100	(\$28,736)	-31.64%
Child Nutrition - Federal	\$267,000	\$325,000	\$58,000	21.72%
Donated Food Commodities	\$0	\$0	\$0	0.00%
Other Federal Revenues	\$1,763,020	\$409,412	(\$1,353,608)	-76.78%
<b>Total, Federal Revenues</b>	<b>\$2,217,275</b>	<b>\$892,931</b>	<b>(\$1,324,344)</b>	<b>-59.73%</b>

Other State Revenue Sources	2022-23	2023-24	Change	%Change
Special Education - State	\$913,362	\$389,983	(\$523,379)	-57.30%
All Other State Revenues	\$1,909,195	\$1,891,308	(\$17,887)	-0.94%
<b>Total, Other State Revenues</b>	<b>\$2,822,557</b>	<b>\$2,281,291</b>	<b>(\$541,266)</b>	<b>-19.18%</b>

Other Local Revenue Sources	2022-23	2023-24	Change	%Change
Superintendent / Commandant Fund	\$0	\$50,000	\$50,000	0.00%
	<b>\$0</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>0.00%</b>

<b>Total Estimated Revenue</b>	<b>\$11,152,868</b>	<b>\$10,394,205</b>	<b>(\$758,663)</b>	<b>-6.80%</b>
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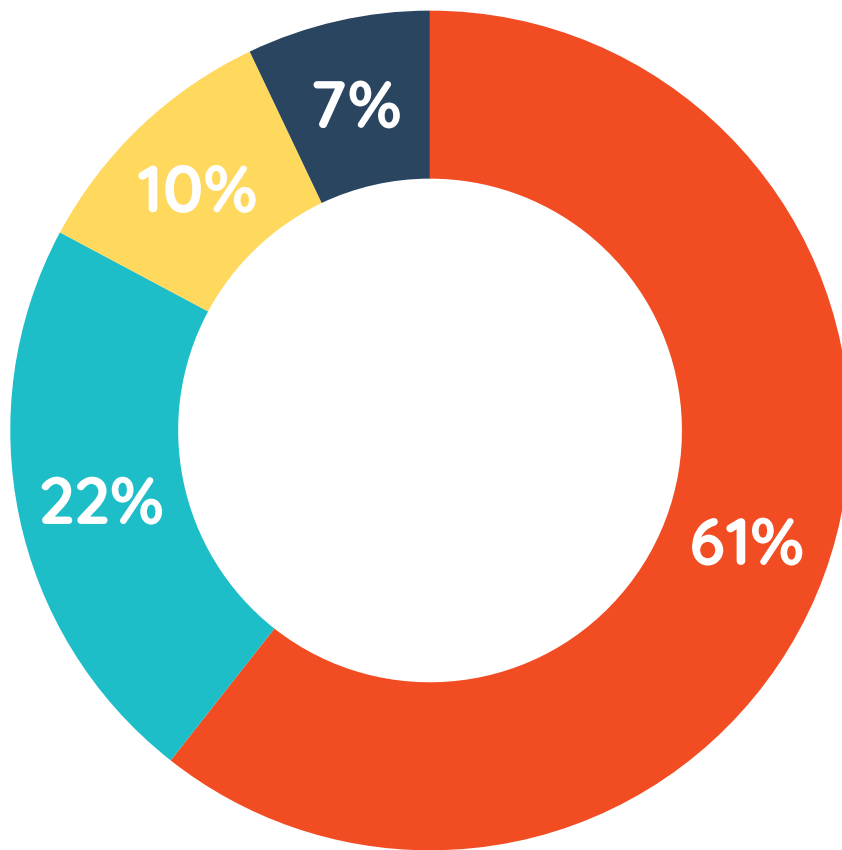
## Expenditure Summary

Oakland Military Institute was able to balance its FY 2024 expenditures using \$46,723 in fund balance/cash reserves. The school's management is using the reserves to help pay for a much-needed technological refresh over the next five years.

ESSER II & ESSER III funds in FY22 and FY23 allowed OMI the ability to add additional positions to help with learning loss due to the COVID-19 Pandemic. In FY24, the ESSER II funds are no longer available and in FY25 ESSER III funds will no longer be available. The school is using the majority of their ESSER III funds to fund staff positions in FY24. In FY25, the school will need to determine if these positions can continue to be supported in the school's budget.

As the year progresses, OMI continually reviews actual expenses and updates budget projections based on new information.

The pie chart below indicates that 61% of the school's projected expenditures are budgeted in compensation and benefits, 22% in contracted services, 10% in supplies, and 7% in property.



■ Compensation & Benefits   ■ Contract Services   ■ Supplies   ■ Property

## Personnel Costs

The chart below identifies the FY2024 budgeted positions and costs for the school. Overall, the budget includes a total staff Full Time Equivalency (FTE) of 50.62, which is similar to FY 2023 FTEs.

Position	FTE	Salary	Benefits	Total Cost
<b>Certificated Salaries:</b>				
Certificated Teachers' Salaries	28.60	\$2,560,158	\$942,031	\$3,502,189
Certificated Pupil Support Salaries	3.00	\$290,767	\$115,083	\$405,850
Certificated Supervisors' and Administrators' Salaries	2.06	\$383,750	\$130,093	\$513,843
Other Certificated Salaries	0.50	\$51,480	\$15,886	\$67,366
<b>Total Certificated Salaries</b>	<b>34.16</b>	<b>\$3,286,155</b>	<b>\$1,203,093</b>	<b>\$4,489,248</b>
<b>Non-Certificated Salaries:</b>				
Non-certificated Instructional Aides' Salaries	2.96	\$108,752	\$66,745	\$175,497
Non-certificated Support Salaries	7.00	\$427,187	\$211,348	\$638,535
Non-certificated Supervisors' and Administrators' Sal.	3.00	\$301,950	\$137,978	\$439,928
Clerical and Office Salaries	2.50	\$140,325	\$68,352	\$208,677
Other Non-certificated Salaries	1.00	\$45,944	\$16,978	\$62,922
<b>Total Non-Certificated Salaries:</b>	<b>16.46</b>	<b>\$1,024,158</b>	<b>\$501,401</b>	<b>\$1,525,559</b>
<b>Total</b>	<b>50.62</b>	<b>\$4,310,313</b>	<b>\$1,704,494</b>	<b>\$6,014,807</b>

The chart below identifies the additional compensation and corresponding costs included in the FY2024 budget.

Stipend Description	Stipend Amount	Benefits	Total Cost
National Board Certified	\$5,000	\$1,275	\$6,275
Coaches	\$12,000	\$3,059	\$15,059
Department Head	\$16,000	\$4,079	\$20,079
Longevity	\$9,500	\$2,422	\$11,922
Degree	\$14,500	\$3,696	\$18,196
Signing	\$70,958	\$18,089	\$89,047
<b>Total</b>	<b>\$127,958</b>	<b>\$32,620</b>	<b>\$160,578</b>

## Non-Personnel Costs

Non-personnel costs in the school year 2023-2024 budget are \$4,232,096 and account for 39% of the overall proposed budget. The budget development team reviewed expenditures for the 2022-2023 school year in detail to review in-depth the expenditures the school currently has. For the school year 2023-2024, the school created department and school-wide budgets to allow for additional insight and accountability.

Listed below are ancillary services, other contracted services, professional services, and professional and liability insurance costs for the upcoming 2023-2024 fiscal year.

Description	FY2024
Ancillary Services	\$142,330
<i>Psychologist/Speech Language</i>	\$126,600
<i>IEP Services</i>	\$15,000
<i>Other Specialist</i>	\$730
Other Contract Services	\$658,021
<i>Substitutes</i>	\$40,000
<i>Indirect Costs</i>	\$45,987
<i>Food Services</i>	\$347,034
<i>After School / Summer School</i>	\$225,000
Other Professional/Technical Services	\$361,150
<i>Auditing</i>	\$24,750
<i>CALPADs Consulting</i>	\$10,000
<i>Legal</i>	\$40,000
<i>Student Management Consulting</i>	\$15,000
<i>Business Office Service</i>	\$192,000
<i>Medical Benefit Admin</i>	\$2,400
<i>IT Services</i>	\$77,000
Professional & Liability Insurance	\$155,128
<i>Worker's Comp</i>	\$47,301
<i>General Liability</i>	\$32,000
<i>Commercial Umbrella</i>	\$25,000
<i>Accident</i>	\$12,827
<i>Property</i>	\$38,000
<b>Sub-total</b>	<b>\$1,316,629</b>

Listed below are contracts and vendors for curriculum and textbooks, professional development, software, and settlement costs.

Description	FY2024
Curriculum and Textbooks	\$173,506
<i>Discovery</i>	\$42,000
<i>Read 180</i>	\$35,000
<i>Imagine / Edgenuity</i>	\$65,806
<i>Renaissance</i>	\$11,900
<i>Middle School Social Studies</i>	\$14,000
<i>Dual; Enrollment Spanish</i>	\$4,800
Professional Development	\$196,900
<i>CORE</i>	\$145,500
<i>BARR</i>	\$23,000
<i>Louis Educational Concepts LLC</i>	\$24,000
<i>Aeries</i>	\$4,400
Software	\$75,483
<i>Aeries</i>	\$8,488
<i>Board on Track</i>	\$5,995
<i>GoGuardian</i>	\$2,593
<i>Adobe</i>	\$2,650
<i>Zoom</i>	\$4,500
<i>Edlio</i>	\$4,200
<i>Titan</i>	\$2,545
<i>Oakland Enrolls</i>	\$10,380
<i>Raptor</i>	\$625
<i>Red Tomatoes</i>	\$2,500
<i>Healthy Kid Survey</i>	\$350
<i>schoolAbility</i>	\$30,657
Misc.	\$47,698
<i>Settlement</i>	\$47,698
<b>Sub-total</b>	<b>\$493,587</b>

Below are the costs associated with providing transportation to the students.

Description	FY2024
General Student Transportation	\$10,000
Field Trips	\$20,000
Toll Fees	\$1,250
Repair & Maintenance for Vehicles	\$10,000
Gasoline for Vehicles	\$12,000
<b>Sub-total</b>	<b>\$53,250</b>

Below are the costs associated with running the facilities like rent, utilities, cleaning, and maintenance.

Description	FY2024
Communication Services	\$74,800
Electricity	\$120,000
Water/Sewage	\$25,000
Waste Management	\$38,400
Janitorial	\$135,000
Recycling	\$13,680
Annual Floor Waxing	\$27,000
Pest Control	\$1,980
Tree Trimming	\$3,500
Elevator Inspection / Servicing	\$11,075
Fire Inspection / Testing	\$9,200
Repair & Maintenance for Building	\$48,000
Renting Land & Building	\$288,000
<b>Sub-total</b>	<b>\$795,635</b>

Below are the one-time facility upgrades anticipated to start in the school year 2023-2024.

Description	FY2024
Kitchen Infrastructure (Phase 1 - Possible to start)	\$128,617
Bathroom Remodel	\$120,000
Carpeting	\$10,000
<b>Sub-total</b>	<b>\$258,617</b>

Below are the department budgets for school year 2023-2024

Description	FY2024
Athletics Department	\$40,000
Counseling Department	\$5,000
English Language Arts Department	\$5,000
Homeless Youth Department	\$4,500
Information Technology Department (IT Refresh)	\$514,160
Math Department	\$5,000
Military	\$300,000
Parent Engagement	\$5,000
Science Department	\$5,000
Social Studies Department	\$5,000
Special Education Department	\$5,000
Superintendent / Commandant (Donor Fund)	\$50,000
<b>Sub-total</b>	<b>\$943,660</b>

Below are the school-wide budgets for 2023-2024 that are not associated with a major vendor:

Description	FY2024
Admin Supplies	\$13,566
Campus Beautification	\$5,650
Career Technology Education (CTE) Credentials	\$15,000
Facility Supplies	\$82,500
Instructional Materials/Textbooks	\$29,273
Instructional Supplies	\$25,000
Kitchen Supplies for Admin & Staff	\$2,500
Kitchen Supplies for Students	\$15,358
Memberships & Accreditations	\$22,587
Photography	\$5,250
Printing & Toner	\$20,111
Professional Development / Food	\$37,913
PSAT/SAT Test Fees	\$1,600
Physical Training Uniforms	\$45,000
SAT Reimbursements	\$900
SAT School Day Exams	\$500
Shipping / Postage	\$5,010
Staff Recognition / Food	\$15,000
Staff Recruitment	\$3,000
Student Activities / Graduation	\$25,000
<b>Sub-total</b>	<b>\$370,718</b>

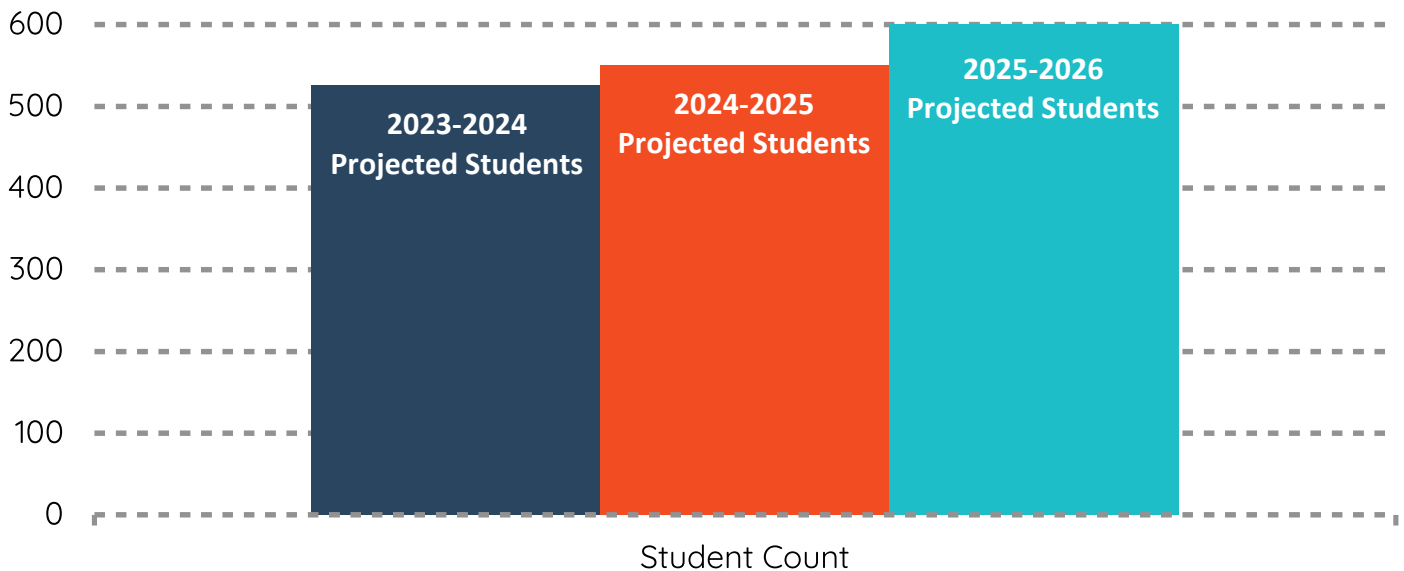
## Multi-Year Projections

The original budget multi-year projections were created using projected flat enrollment for the next three fiscal years. Enrollment and average daily attendance projections for all three fiscal years are increased when comparing to final funded student counts in the 2022-2023 fiscal year.

Oakland Military Institute Superintendent Dr. Mary Streshly provides additional information on the enrollment increase.

*“OMI has a comfortable degree of confidence that enrollment will increase moderately over the next two years due to large investments in recruiting efforts by the Board Chairman, devoted manpower at the site level, and the admissions lottery data compiled thus far. From November 2022 to February 2023, Oakland Military Institute assisted with 224 On-Time candidate applications. This is an increase of 16% over the prior year’s On-Time application total of 188 candidates collected by February 2022. Since the On-Time lottery window closed on February 3rd, 2023, OMI’s applicant pace increased by 25% or 279 applications by February 25th, 2023. Applications across all Oakland Enrolls charter schools over the same period, there was only a 12% increase. Last year, a total of 634 candidates applied to OMI for the school. Based on current average applications for the school year 2023-24, OMI will amass approximately 675 candidates by August 2023.”*

Below is a chart showing projected student counts used for the multi-year budget projections.

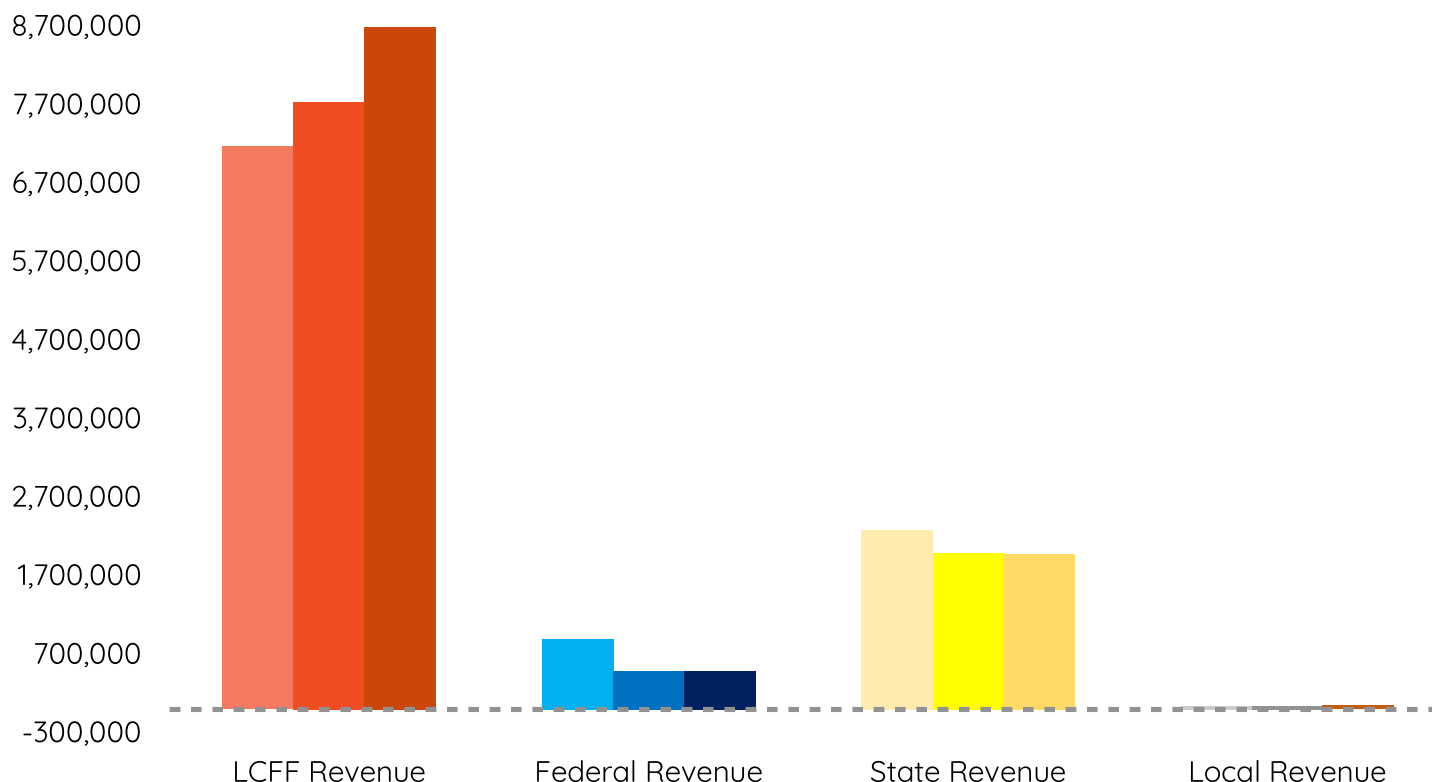




## Multi-Year Revenue Projections

In future fiscal years, the Local Control Funding revenue will continue to increase as a percentage of overall revenue for the school. This is due to the spending down the state and federal one-time revenue associated with the COVID-19 pandemic. There is also a significant increase in LCFF funding due to the increased student enrollment projections over the next three years.

Below is a graph comparing revenue over the next three years.



## Multi-Year Expenditure Projections

In future fiscal years, the Local Control Funding revenue will continue to increase as a percentage of overall revenue for the school. This is due to the spending down the state and federal one-time revenue associated with the COVID-19 pandemic. There is also a significant increase in LCFF funding due to the increased student enrollment projections over the next three years.

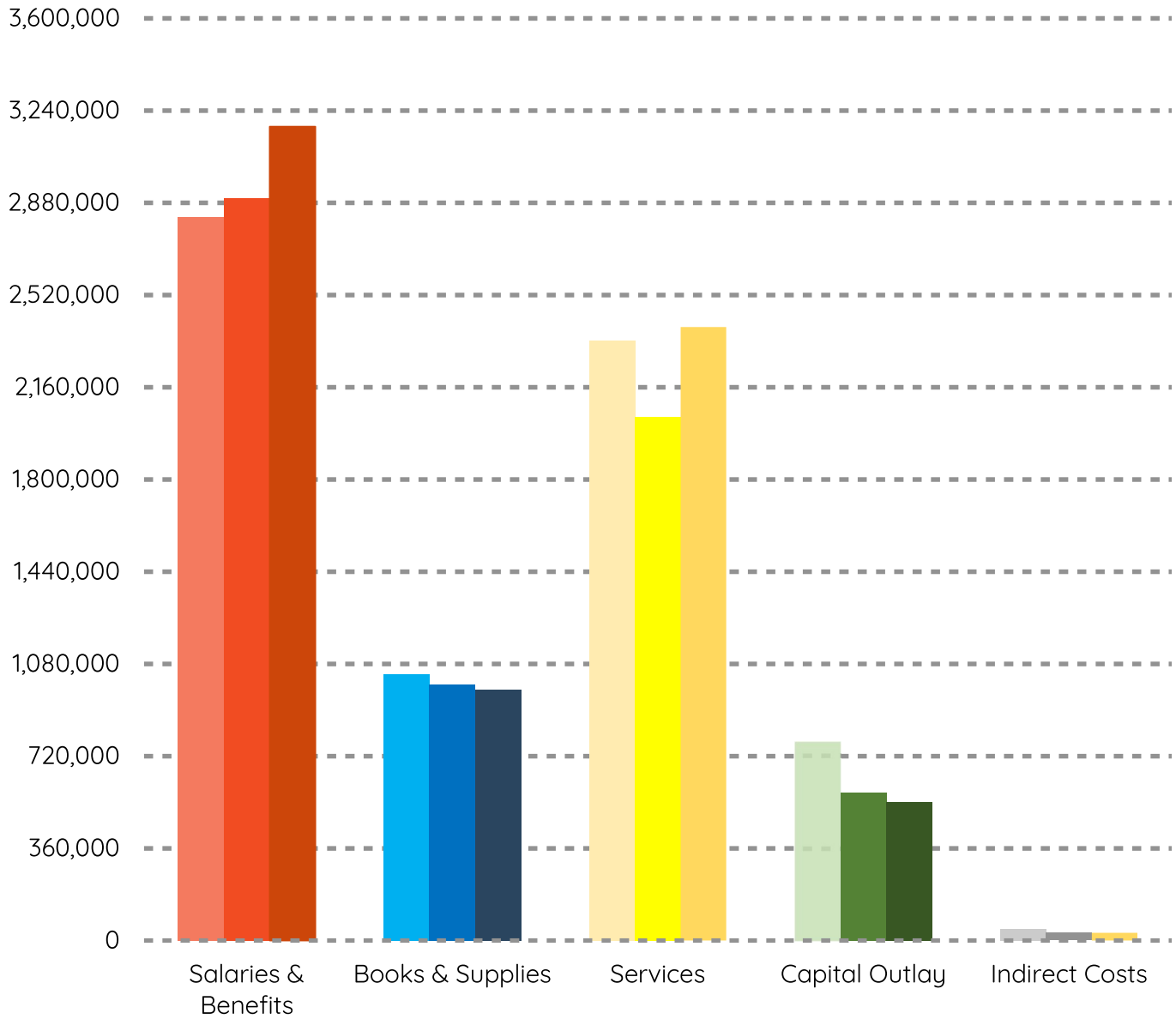
Major changes to the school’s 2024-2025 budget include:

- Increasing student count to 550
- Adding two additional teachers
- Replacing the IT Tech with an IT Manager
- Removal of contracts related to the training of new staff
- Remodeling the kitchen
- No additional state or federal funding related to COVID-19 pandemic

Major changes to the school’s 2025-2026 budget include:

- Increasing student count to 600
- Adding two additional teachers
- Three-year renewal of Read 180 software
- New turf

Below is a graph comparing expenditures over the next three years.



### Going Forward

The budget is a fluid document updated as new information becomes available. Additional revisions will be submitted for approval at interim 1 and interim 2 reporting. As OMI receives additional funds, or learns of funding deficits, the budget projections will be adjusted as needed.

# Appendix

[2023-2024 Adopted Budget Charter Alt Form](#)

[Original Budget LCFF Calculator](#)

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

**Charter School Name:** Oakland Military Institute  
 (name continued) \_\_\_\_\_  
**CDS #:** 01-61259-xxxxxxx  
**Charter Approving Entity:** Oakland Unified School District  
**County:** Alameda  
**Charter #:** xxxx  
**Budgeting Period:** 2023/24

*This charter school uses the following basis of accounting:*

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)  
 **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>A. REVENUES</b>					
1. LCFF Sources					
State Aid - Current Year	8011	3,058,653.00	4,022,288.00	0.00	4,022,288.00
Education Protection Account State Aid - Current Year	8012	1,352,850.00	1,691,489.00	0.00	1,691,489.00
State Aid - Prior Years	8019	245,327.00			0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,456,206.00	1,456,206.00		1,456,206.00
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		6,113,036.00	7,169,983.00	0.00	7,169,983.00
2. Federal Revenues					
No Child Left Behind/ Every Student Succeeds Act	8290	96,419.00		96,419.00	96,419.00
Special Education - Federal	8181, 8182	90,836.00		62,100.00	62,100.00
Child Nutrition - Federal	8220	267,000.00		325,000.00	325,000.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	1,763,020.00		409,412.00	409,412.00
Total, Federal Revenues		2,217,275.00	0.00	892,931.00	892,931.00
3. Other State Revenues					
Special Education - State	StateRevSE	913,362.00		389,983.00	389,983.00
All Other State Revenues	StateRevAO	1,909,195.00	84,150.00	1,807,158.00	1,891,308.00
Total, Other State Revenues		2,822,557.00	84,150.00	2,197,141.00	2,281,291.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	0.00	50,000.00	0.00	50,000.00
Total, Local Revenues		0.00	50,000.00	0.00	50,000.00
5. TOTAL REVENUES					
		11,152,868.00	7,304,133.00	3,090,072.00	10,394,205.00
<b>B. EXPENDITURES</b>					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	2,312,920.00	2,114,326.00	623,790.00	2,738,116.00
Certificated Pupil Support Salaries	1200	256,218.00	0.00	290,767.00	290,767.00
Certificated Supervisors' and Administrators' Salaries	1300	294,087.00	252,365.00	131,385.00	383,750.00
Other Certificated Salaries	1900	115,861.00	0.00	51,480.00	51,480.00
Total, Certificated Salaries		2,979,086.00	2,366,691.00	1,097,422.00	3,464,113.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	105,678.00	18,530.00	90,222.00	108,752.00
Non-certificated Support Salaries	2200	323,877.00	416,028.00	11,159.00	427,187.00
Non-certificated Supervisors' and Administrators' Sal.	2300	219,594.00	301,950.00	0.00	301,950.00
Clerical and Office Salaries	2400	165,362.00	140,327.00	0.00	140,327.00
Other Non-certificated Salaries	2900	1,500.00	0.00	45,944.00	45,944.00
Total, Non-certificated Salaries		816,011.00	876,835.00	147,325.00	1,024,160.00

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Oakland Military Institute  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>3. Employee Benefits</b>					
STRS	3101-3102	484,328.00	489,611.00	211,750.00	701,361.00
PERS	3201-3202	252,030.00	183,671.00	36,768.00	220,439.00
OASDI / Medicare / Alternative	3301-3302	124,201.00	129,565.00	76,704.00	206,269.00
Health and Welfare Benefits	3401-3402	484,891.00	446,832.00	151,782.00	598,614.00
Unemployment Insurance	3501-3502	29,905.00	16,267.00	8,034.00	24,301.00
Workers' Compensation Insurance	3601-3602	42,523.00	47,677.00	186.00	47,863.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,417,878.00	1,313,623.00	485,224.00	1,798,847.00
<b>4. Books and Supplies</b>					
Approved Textbooks and Core Curricula Materials	4100	334,354.00	43,600.00	29,073.00	72,673.00
Books and Other Reference Materials	4200	42,283.00	0.00	24,000.00	24,000.00
Materials and Supplies	4300	458,190.00	380,635.00	215,200.00	595,835.00
Noncapitalized Equipment	4400	107,368.00	0.00		0.00
Food	4700	388,266.00	9,880.00	337,154.00	347,034.00
Total, Books and Supplies		1,330,461.00	434,115.00	605,427.00	1,039,542.00
<b>5. Services and Other Operating Expenditures</b>					
Subagreements for Services	5100	92,941.00	40,000.00	126,000.00	166,000.00
Travel and Conferences	5200	21,067.00	4,400.00	0.00	4,400.00
Dues and Memberships	5300	30,008.00	27,050.00	1,200.00	28,250.00
Insurance	5400	144,684.00	107,827.00	0.00	107,827.00
Operations and Housekeeping Services	5500	484,753.00	376,135.00	0.00	376,135.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	478,438.00	201,869.00	166,441.00	368,310.00
Transfers of Direct Costs	5700-5799	399,230.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	1,514,329.00	615,675.00	605,134.00	1,220,809.00
Communications	5900	76,498.00	69,268.00	600.00	69,868.00
Total, Services and Other Operating Expenditures		3,241,948.00	1,442,224.00	899,375.00	2,341,599.00
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)</b>					
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	130,000.00	128,617.00	258,617.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	514,050.00	0.00	514,050.00
Depreciation Expense (for full accrual basis only)	6900	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	644,050.00	128,617.00	772,667.00
<b>7. Other Outgo</b>					
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	319,305.00	(319,305.00)	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00
Transfer of Indirect Costs	7300-7399	0.00	(45,987.00)	45,987.00	0.00
Debt Service:					
Interest	7438	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	273,318.00	(273,318.00)	0.00
<b>8. TOTAL EXPENDITURES</b>		9,785,384.00	7,350,856.00	3,090,072.00	10,440,928.00
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		1,367,484.00	(46,723.00)	0.00	(46,723.00)

**CHARTER SCHOOL  
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Oakland Military Institute  
(name continued) \_\_\_\_\_

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
<b>D. OTHER FINANCING SOURCES / USES</b>					
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		1,367,484.00	(46,723.00)	0.00	(46,723.00)
<b>F. FUND BALANCE, RESERVES</b>					
1. Beginning Fund Balance					
a. As of July 1	9791	11,148,154.00	12,515,638.00		12,515,638.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00			0.00
c. Adjusted Beginning Balance		11,148,154.00	12,515,638.00	0.00	12,515,638.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		12,515,638.00	12,468,915.00	0.00	12,468,915.00
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711	0.00	0.00		0.00
Stores	9712	0.00	0.00		0.00
Prepaid Expenditures	9713	2,000.00	0.00		0.00
All Others	9719	0.00	0.00		0.00
b. Restricted					
	9740	0.00			0.00
c. Committed					
Stabilization Arrangements	9750	0.00	0.00		0.00
Other Commitments	9760	0.00	0.00		0.00
d. Assigned					
Other Assignments	9780	9,905,253.00	9,905,253.00		9,905,253.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	916,955.40	1,075,497.45	0.00	1,075,497.45
Unassigned / Unappropriated Amount	9790	1,691,429.60	1,488,164.55	0.00	1,488,164.55

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

<b>Charter School Name:</b>	Oakland Military Institute
<b>(name continued)</b>	
<b>CDS #:</b>	01-61259-xxxxxxx
<b>Charter Approving Entity:</b>	Oakland Unified School District
<b>County:</b>	Alameda
<b>Charter #:</b>	xxxx
<b>Fiscal Year:</b>	2023/24

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
<b>A. REVENUES</b>						
<b>1. LCFF Sources</b>						
State Aid - Current Year	8011	4,022,288.00	0.00	4,022,288.00	4,414,696.00	5,138,143.00
Education Protection Account State Aid - Current Year	8012	1,691,489.00	0.00	1,691,489.00	1,862,659.00	2,095,788.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,456,206.00	0.00	1,456,206.00	1,456,206.00	1,456,206.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		7,169,983.00	0.00	7,169,983.00	7,733,561.00	8,690,137.00
<b>2. Federal Revenues</b>						
No Child Left Behind/ Every Student Succeeds Act	8290	0.00	96,419.00	96,419.00	96,419.00	96,419.00
Special Education - Federal	8181, 8182	0.00	62,100.00	62,100.00	62,100.00	62,100.00
Child Nutrition - Federal	8220	0.00	325,000.00	325,000.00	325,000.00	325,000.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	409,412.00	409,412.00	0.00	0.00
Total, Federal Revenues		0.00	892,931.00	892,931.00	483,519.00	483,519.00
<b>3. Other State Revenues</b>						
Special Education - State	StateRevSE	0.00	389,983.00	389,983.00	399,873.00	399,873.00
All Other State Revenues	StateRevAO	84,150.00	1,807,158.00	1,891,308.00	1,588,758.00	1,584,952.00
Total, Other State Revenues		84,150.00	2,197,141.00	2,281,291.00	1,988,631.00	1,984,825.00
<b>4. Other Local Revenues</b>						
All Other Local Revenues	LocalRevAO	50,000.00	0.00	50,000.00	50,000.00	50,000.00
Total, Local Revenues		50,000.00	0.00	50,000.00	50,000.00	50,000.00
<b>5. TOTAL REVENUES</b>						
		7,304,133.00	3,090,072.00	10,394,205.00	10,255,711.00	11,208,481.00
<b>B. EXPENDITURES</b>						
<b>1. Certificated Salaries</b>						
Certificated Teachers' Salaries	1100	2,114,326.00	623,790.00	2,738,116.00	2,861,276.00	3,202,369.00
Certificated Pupil Support Salaries	1200	0.00	290,767.00	290,767.00	249,865.00	233,840.00
Certificated Supervisors' and Administrators' Salaries	1300	252,365.00	131,385.00	383,750.00	393,110.00	402,845.00
Other Certificated Salaries	1900	0.00	51,480.00	51,480.00	0.00	55,682.00
Total, Certificated Salaries		2,366,691.00	1,097,422.00	3,464,113.00	3,504,251.00	3,894,736.00
<b>2. Non-certificated Salaries</b>						
Non-certificated Instructional Aides' Salaries	2100	18,530.00	90,222.00	108,752.00	101,346.00	98,690.00
Non-certificated Support Salaries	2200	416,028.00	11,159.00	427,187.00	368,131.00	379,246.00
Non-certificated Supervisors' and Administrators' Sal.	2300	301,950.00	0.00	301,950.00	308,509.00	315,330.00
Clerical and Office Salaries	2400	140,327.00	0.00	140,327.00	263,122.00	146,031.00
Other Non-certificated Salaries	2900	0.00	45,944.00	45,944.00	47,782.00	49,694.00
Total, Non-certificated Salaries		876,835.00	147,325.00	1,024,160.00	1,088,890.00	988,991.00

**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

**Charter School Name:** Oakland Military Institute  
(name continued)

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
<b>3. Employee Benefits</b>						
STRS	3101-3102	489,611.00	211,750.00	701,361.00	695,702.00	747,364.00
PERS	3201-3202	183,671.00	36,768.00	220,439.00	267,209.00	362,776.00
OASDI / Medicare / Alternative	3301-3302	129,565.00	76,704.00	206,269.00	203,654.00	373,224.00
Health and Welfare Benefits	3401-3402	446,832.00	151,782.00	598,614.00	617,079.00	629,649.00
Unemployment Insurance	3501-3502	16,267.00	8,034.00	24,301.00	24,734.00	25,168.00
Workers' Compensation Insurance	3601-3602	47,677.00	186.00	47,863.00	571.00	50,247.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,313,623.00	485,224.00	1,798,847.00	1,808,949.00	2,188,428.00
<b>4. Books and Supplies</b>						
Approved Textbooks and Core Curricula Materials	4100	43,600.00	29,073.00	72,673.00	58,673.00	30,673.00
Books and Other Reference Materials	4200	0.00	24,000.00	24,000.00	24,000.00	24,000.00
Materials and Supplies	4300	380,635.00	215,200.00	595,835.00	580,835.00	580,835.00
Noncapitalized Equipment	4400	0.00	0.00	0.00	0.00	10,000.00
Food	4700	9,880.00	337,154.00	347,034.00	335,214.00	335,214.00
Total, Books and Supplies		434,115.00	605,427.00	1,039,542.00	998,722.00	980,722.00
<b>5. Services and Other Operating Expenditures</b>						
Subagreements for Services	5100	40,000.00	126,000.00	166,000.00	166,000.00	166,000.00
Travel and Conferences	5200	4,400.00	0.00	4,400.00	4,400.00	4,400.00
Dues and Memberships	5300	27,050.00	1,200.00	28,250.00	28,250.00	28,250.00
Insurance	5400	107,827.00	0.00	107,827.00	107,827.00	107,827.00
Operations and Housekeeping Services	5500	376,135.00	0.00	376,135.00	376,135.00	376,135.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	201,869.00	166,441.00	368,310.00	368,310.00	368,310.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	615,675.00	605,134.00	1,220,809.00	923,201.00	1,273,701.00
Communications	5900	69,268.00	600.00	69,868.00	69,868.00	69,868.00
Total, Services and Other Operating Expenditures		1,442,224.00	899,375.00	2,341,599.00	2,043,991.00	2,394,491.00
<b>6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)</b>						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	200,000.00
Buildings and Improvements of Buildings	6200	130,000.00	128,617.00	258,617.00	310,000.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	514,050.00	0.00	514,050.00	266,800.00	341,800.00
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		644,050.00	128,617.00	772,667.00	576,800.00	541,800.00
<b>7. Other Outgo</b>						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	319,305.00	(319,305.00)	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	(45,987.00)	45,987.00	45,987.00	29,657.00	29,657.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		273,318.00	(273,318.00)	0.00	29,657.00	29,657.00
<b>8. TOTAL EXPENDITURES</b>		7,350,856.00	3,090,072.00	10,440,928.00	10,051,260.00	11,018,825.00
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		(46,723.00)	0.00	(46,723.00)	204,451.00	189,656.00



**CHARTER SCHOOL  
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

**Charter School Name:** Oakland Military Institute  
(name continued) \_\_\_\_\_

Description	Object Code	FY 2023/24			Totals for 2024/25	Totals for 2025/26
		Unrestricted	Restricted	Total		
<b>D. OTHER FINANCING SOURCES / USES</b>						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>		(46,723.00)	0.00	(46,723.00)	204,451.00	189,656.00
<b>F. FUND BALANCE, RESERVES</b>						
1. Beginning Fund Balance						
a. As of July 1	9791	12,515,638.00	0.00	12,515,638.00	12,468,915.00	12,673,366.00
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		12,515,638.00	0.00	12,515,638.00	12,468,915.00	12,673,366.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		12,468,915.00	0.00	12,468,915.00	12,673,366.00	12,863,022.00
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	9,905,253.00		9,905,253.00	9,905,253.00	9,905,253.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	1,075,497.45	0.00	1,075,497.45	1,160,034.15	1,303,520.55
Undesignated / Unappropriated Amount	9790	1,488,164.55	0.00	1,488,164.55	1,608,078.85	1,654,248.45

Oakland Military Institute, College Preparatory Academy (130617) - 2022-23						
Estimated Actuals		5/26/2023				
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>SUMMARY OF FUNDING</b>						
<b>General Assumptions</b>						
COLA & Augmentation	13.26%	8.22%	3.94%	3.29%	3.19%	3.16%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>LCFF Entitlement</b>						
Base Grant	\$4,416,496	\$5,525,879	\$6,057,880	\$6,814,946	\$-	\$-
Grade Span Adjustment	75,770	95,079	100,100	112,225	-	-
Supplemental Grant	705,017	837,299	888,720	997,513	-	-
Concentration Grant	670,426	711,726	686,861	765,453	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-ons: Transitional Kindergarten	-	-	-	-	-	-
<b>Total LCFF Entitlement Before Adjustments, ERT &amp; Additional State Aid</b>	<b>\$5,867,709</b>	<b>\$7,169,983</b>	<b>\$7,733,561</b>	<b>\$8,690,137</b>	<b>\$-</b>	<b>\$-</b>
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
<b>Total LCFF Entitlement</b>	<b>5,867,709</b>	<b>7,169,983</b>	<b>7,733,561</b>	<b>8,690,137</b>	<b>-</b>	<b>-</b>
<b>LCFF Entitlement Per ADA</b>	<b>\$ 13,946</b>	<b>\$ 14,750</b>	<b>\$ 15,017</b>	<b>\$ 15,490</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Components of LCFF By Object Code</b>						
State Aid (Object Code 8011)	\$ 3,058,653	\$ 4,022,288	\$ 4,414,696	\$ 5,138,143	\$ -	\$ -
EPA (for LCFF Calculation - Resource 1400 / Object Code 8012)	\$ 1,352,850	\$ 1,691,489	\$ 1,862,659	\$ 2,095,788	\$ -	\$ -
<i>Local Revenue Sources:</i>						
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	1,456,206	1,456,206	1,456,206	1,456,206	-	-
<i>Property Taxes net of In-Lieu</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL FUNDING</b>	<b>5,867,709</b>	<b>7,169,983</b>	<b>7,733,561</b>	<b>8,690,137</b>	<b>-</b>	<b>-</b>
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ (1,352,850)	\$ (1,691,489)	\$ (1,862,659)	\$ (2,095,788)	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ 1,352,850	\$ 1,691,489	\$ 1,862,659	\$ 2,095,788	\$ -	\$ -
<b>Total LCFF Entitlement</b>	<b>5,867,709</b>	<b>7,169,983</b>	<b>7,733,561</b>	<b>8,690,137</b>	<b>-</b>	<b>-</b>
<b>SUMMARY OF EPA</b>						
% of Adjusted Revenue Limit - Annual	45.21920787%	45.21920787%	45.21920787%	45.21920787%	45.21920787%	45.21920787%
% of Adjusted Revenue Limit - P-2	45.21920787%	45.21920787%	45.21920787%	45.21920787%	45.21920787%	45.21920787%
EPA (for LCFF Calculation purposes)	\$ 1,352,850	\$ 1,691,489	\$ 1,862,659	\$ 2,095,788	\$ -	\$ -
EPA, Current Year (Object Code 8012)	\$ 1,352,850	\$ 1,691,489	\$ 1,862,659	\$ 2,095,788	\$ -	\$ -
(P-2 plus Current Year Accrual)						
EPA, Prior Year Adjustment (Object Code 8019)	\$ 122,534.00	\$ -	\$ -	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)						
Accrual (from Data Entry tab)	-	-	-	-	-	-

Oakland Military Institute, College Preparatory Academy (130617) - 2022-23		5/26/2023					
Estimated Actuals		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES</b>							
Base Grant (Excludes add-ons for TIIG and Transportation)	\$	4,492,266	\$ 5,620,958	\$ 6,157,980	\$ 6,927,171	\$ -	\$ -
Supplemental and Concentration Grant funding in the LCAP year	\$	1,375,443	\$ 1,549,025	\$ 1,575,581	\$ 1,762,966	\$ -	\$ -
Percentage to Increase or Improve Services		30.62%	27.56%	25.59%	25.45%	0.00%	0.00%
<b>SUMMARY OF STUDENT POPULATION</b>							
<b>Unduplicated Pupil Population</b>							
Enrollment		455	525	550	600	-	-
COE Enrollment		-	-	-	-	-	-
<b>Total Enrollment</b>		<b>455</b>	<b>525</b>	<b>550</b>	<b>600</b>	<b>0</b>	<b>0</b>
Unduplicated Pupil Count		330	378	396	432	-	-
COE Unduplicated Pupil Count		-	-	-	-	-	-
<b>Total Unduplicated Pupil Count</b>		<b>330</b>	<b>378</b>	<b>396</b>	<b>432</b>	<b>0</b>	<b>0</b>
Rolling %, Supplemental Grant		78.4700%	74.4800%	72.1600%	72.0000%	0.0000%	0.0000%
Rolling %, Concentration Grant		77.9600%	74.4800%	72.1600%	72.0000%	0.0000%	0.0000%

Oakland Military Institute, College Preparatory Academy (130617) - 2022-23		5/26/2023					
Estimated Actuals		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>SUMMARY OF LCFF ADA</b>							
<b>Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)</b>							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
<b>LCFF Subtotal</b>		-	-	-	-	-	-
NSS		-	-	-	-	-	-
<b>Combined Subtotal</b>		-	-	-	-	-	-
<b>Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)</b>							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
<b>LCFF Subtotal</b>		-	-	-	-	-	-
NSS		-	-	-	-	-	-
<b>Combined Subtotal</b>		-	-	-	-	-	-
<b>Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)</b>							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
<b>LCFF Subtotal</b>		-	-	-	-	-	-
NSS		-	-	-	-	-	-
<b>Combined Subtotal</b>		-	-	-	-	-	-
<b>Prior 3-Year Average ADA (adjusted for +/- current year charter shift) - Effective beginning in 2022-23</b>							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
<b>LCFF Subtotal</b>		-	-	-	-	-	-
NSS		-	-	-	-	-	-
<b>Combined Subtotal</b>		-	-	-	-	-	-
<b>Current Year Charter Shift ADA for the Hold Harmless and Prior 3-Year Average</b>							
<b>Current Year ADA</b>							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		47.94	52.79	61.00	67.00	-	-
Grades 7-8		110.62	128.57	146.00	159.00	-	-
Grades 9-12		262.18	304.74	308.00	335.00	-	-
<b>LCFF Subtotal</b>		420.74	486.10	515.00	561.00	-	-
NSS		-	-	-	-	-	-
<b>Combined Subtotal</b>		420.74	486.10	515.00	561.00	-	-
<b>Change in LCFF ADA (excludes NSS ADA)</b>		420.74	486.10	515.00	561.00	-	-
		Increase	Increase	Increase	Increase	No Change	No Change
<b>Funded LCFF ADA (greater of current year, prior year or 3-prior year average)</b>							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		47.94	52.79	61.00	67.00	-	-
Grades 7-8		110.62	128.57	146.00	159.00	-	-
Grades 9-12		262.18	304.74	308.00	335.00	-	-
<b>Subtotal</b>		420.74	486.10	515.00	561.00	-	-
		Current	Current	Current	Current	Current	Current
<b>Funded NSS ADA</b>							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-

Oakland Military Institute, College Preparatory Academy (130617) - 2022-23		5/26/2023					
Estimated Actuals		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>NPS, CDS, &amp; COE Operated</b>							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
<b>Subtotal</b>		-	-	-	-	-	-
<b>ACTUAL ADA (Current Year Only)</b>							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		47.94	52.79	61.00	67.00	-	-
Grades 7-8		110.62	128.57	146.00	159.00	-	-
Grades 9-12		262.18	304.74	308.00	335.00	-	-
<b>Total Actual ADA</b>		<b>420.74</b>	<b>486.10</b>	<b>515.00</b>	<b>561.00</b>	-	-
<b>TOTAL FUNDED ADA</b>							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		47.94	52.79	61.00	67.00	-	-
Grades 7-8		110.62	128.57	146.00	159.00	-	-
Grades 9-12		262.18	304.74	308.00	335.00	-	-
<b>Total Funded ADA</b>		<b>420.74</b>	<b>486.10</b>	<b>515.00</b>	<b>561.00</b>	-	-
<i>Funded Difference (Funded ADA less Actual ADA)</i>		-	-	-	-	-	-
<b>FUNDED ADA for the Transitional Kindergarten Add-on</b>							
Current Year TK ADA		-	-	-	-	-	-

Oakland Military Institute, College Preparatory Academy (130617) - 2022-23		5/26/2023					
Estimated Actuals		2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
<b>PER-ADA FUNDING LEVELS</b>							
<b>Base, Supplemental and Concentration Rate per ADA</b>							
Grades TK-3	\$	13,217	\$ 13,969	\$ 14,294	\$ 14,748	\$ 12,132	\$ 12,515
Grades 4-6	\$	12,153	\$ 12,844	\$ 13,144	\$ 13,561	\$ 11,155	\$ 11,507
Grades 7-8	\$	12,513	\$ 13,224	\$ 13,532	\$ 13,961	\$ 11,484	\$ 11,847
Grades 9-12	\$	14,879	\$ 15,724	\$ 16,091	\$ 16,602	\$ 13,656	\$ 14,088
<b>Base Grants</b>							
Grades TK-3	\$	9,166	\$ 9,919	\$ 10,310	\$ 10,649	\$ 10,989	\$ 11,336
Grades 4-6	\$	9,304	\$ 10,069	\$ 10,466	\$ 10,810	\$ 11,155	\$ 11,507
Grades 7-8	\$	9,580	\$ 10,367	\$ 10,775	\$ 11,129	\$ 11,484	\$ 11,847
Grades 9-12	\$	11,102	\$ 12,015	\$ 12,488	\$ 12,899	\$ 13,310	\$ 13,731
<b>Grade Span Adjustment</b>							
Grades TK-3	\$	953	\$ 1,032	\$ 1,072	\$ 1,107	\$ 1,143	\$ 1,179
Grades 9-12	\$	289	\$ 312	\$ 325	\$ 335	\$ 346	\$ 357
<b>Prorated Base, Supplemental and Concentration Rate per ADA</b>							
Grades TK-3	\$	10,119	\$ 10,951	\$ 11,382	\$ 11,756	\$ 12,132	\$ 12,515
Grades 4-6	\$	9,304	\$ 10,069	\$ 10,466	\$ 10,810	\$ 11,155	\$ 11,507
Grades 7-8	\$	9,580	\$ 10,367	\$ 10,775	\$ 11,129	\$ 11,484	\$ 11,847
Grades 9-12	\$	11,391	\$ 12,327	\$ 12,813	\$ 13,234	\$ 13,656	\$ 14,088
<b>Prorated Base Grants</b>							
Grades TK-3	\$	9,166	\$ 9,919	\$ 10,310	\$ 10,649	\$ 10,989	\$ 11,336
Grades 4-6	\$	9,304	\$ 10,069	\$ 10,466	\$ 10,810	\$ 11,155	\$ 11,507
Grades 7-8	\$	9,580	\$ 10,367	\$ 10,775	\$ 11,129	\$ 11,484	\$ 11,847
Grades 9-12	\$	11,102	\$ 12,015	\$ 12,488	\$ 12,899	\$ 13,310	\$ 13,731
<b>Prorated Grade Span Adjustment</b>							
Grades TK-3	\$	953	\$ 1,032	\$ 1,072	\$ 1,107	\$ 1,143	\$ 1,179
Grades 9-12	\$	289	\$ 312	\$ 325	\$ 335	\$ 346	\$ 357
<b>Supplemental Grant</b>							
		20%	20%	20%	20%	20%	20%
<b>Maximum - 1.00 ADA, 100% UPP</b>							
Grades TK-3	\$	2,024	\$ 2,190	\$ 2,276	\$ 2,351	\$ 2,426	\$ 2,503
Grades 4-6	\$	1,861	\$ 2,014	\$ 2,093	\$ 2,162	\$ 2,231	\$ 2,301
Grades 7-8	\$	1,916	\$ 2,073	\$ 2,155	\$ 2,226	\$ 2,297	\$ 2,369
Grades 9-12	\$	2,278	\$ 2,465	\$ 2,563	\$ 2,647	\$ 2,731	\$ 2,818
<b>Actual - 1.00 ADA, Local UPP as follows:</b>							
		78.47%	74.48%	72.16%	72.00%	0.00%	0.00%
Grades TK-3	\$	1,588	\$ 1,631	\$ 1,643	\$ 1,693	\$ -	\$ -
Grades 4-6	\$	1,460	\$ 1,500	\$ 1,510	\$ 1,557	\$ -	\$ -
Grades 7-8	\$	1,503	\$ 1,544	\$ 1,555	\$ 1,603	\$ -	\$ -
Grades 9-12	\$	1,788	\$ 1,836	\$ 1,849	\$ 1,906	\$ -	\$ -
<b>Concentration Grant (&gt;55% population)</b>							
		65%	65%	65%	65%	65%	65%
<b>Maximum - 1.00 ADA, 100% UPP</b>							
Grades TK-3	\$	6,577	\$ 7,118	\$ 7,398	\$ 7,641	\$ 7,886	\$ 8,135
Grades 4-6	\$	6,048	\$ 6,545	\$ 6,803	\$ 7,027	\$ 7,251	\$ 7,480
Grades 7-8	\$	6,227	\$ 6,739	\$ 7,004	\$ 7,234	\$ 7,465	\$ 7,701
Grades 9-12	\$	7,404	\$ 8,013	\$ 8,328	\$ 8,602	\$ 8,876	\$ 9,157
<b>Actual - 1.00 ADA, Local UPP &gt;55% as follows:</b>							
		22.9600%	19.4800%	17.1600%	17.0000%	0.0000%	0.0000%
Grades TK-3	\$	1,510	\$ 1,387	\$ 1,270	\$ 1,299	\$ -	\$ -
Grades 4-6	\$	1,389	\$ 1,275	\$ 1,167	\$ 1,195	\$ -	\$ -
Grades 7-8	\$	1,430	\$ 1,313	\$ 1,202	\$ 1,230	\$ -	\$ -
Grades 9-12	\$	1,700	\$ 1,561	\$ 1,429	\$ 1,462	\$ -	\$ -

# Oakland Military Institute College Preparatory Academy

## Meeting of the Governing Board

### Original Budget Report June 08, 2023

Presented by Jacque Eischens  
schoolAbility CBO Support Services



Powered by BoardOnTrack



# TODAY'S TOPICS

**May Revision Highlights**



**Original Budget**



**Comparison of Budget Assumptions**



**Multiyear Projections**








# May Revision Highlights


## 2023-24 BUDGET


# MAY REVISION

- 

**8.22% COLA**
- 

**50% reduction to Arts, Music, Instructional Materials Discretionary Block Grant**
- 

**45% reduction to Learning Recovery Emergency Block Grant**
- 

**LCFF Equity Multiplier – OMIA not eligible**
- 

**One-time funds used for ongoing LCFF expenses**



# Storm Clouds Brewing

High inflation

Increasing interest rates

Bank failures and instability

Economic forecasters predicting recession late 2023

# Original Budget

## Revenue

# Original Budget Summary

	<b>2023-24</b>
<b>Enrollment</b>	<b>525</b>
<b>Average Daily Attendance</b>	<b>486</b>
<b>Staffing Full-Time Equivalent (FTE)</b>	<b>50.62</b>
<b>Beginning Fund Balance</b>	<b>12,515,638</b>
Revenue	10,394,205
Expenditure	10,440,928
<b>Ending Fund Balance</b>	<b>12,468,915</b>
<i>Excess (Deficiency) of revenues over expenses</i>	<i>(46,723)</i>
<b>Components of Ending Fund Balance</b>	
Other Assignments	9,905,253
Reserve for Economic Uncertainty	1,075,498
<b>Unassigned Fund Balance</b>	<b>1,488,164</b>

# 2023-24 LCFF Funding per ADA

Grade	Base Grant	Grade Span	Supplemental & Concentration	Total
6	\$10,069	\$0	\$2,775	\$12,844
7-8	\$10,367	\$0	\$2,857	\$13,224
9-12	\$12,015	\$312	\$3,397	\$15,724

# Estimated LCFF Revenue and Average Daily Attendance by Grade Level

**\$678,026**

6<sup>th</sup> Grade

**\$1,700,202**

7<sup>th</sup>-8<sup>th</sup> Grades

**\$4,791,755**

9<sup>th</sup> – 12<sup>th</sup> Grades

**52.79**

6<sup>th</sup> Grade ADA

**128.57**

7<sup>th</sup>-8<sup>th</sup> Grades ADA

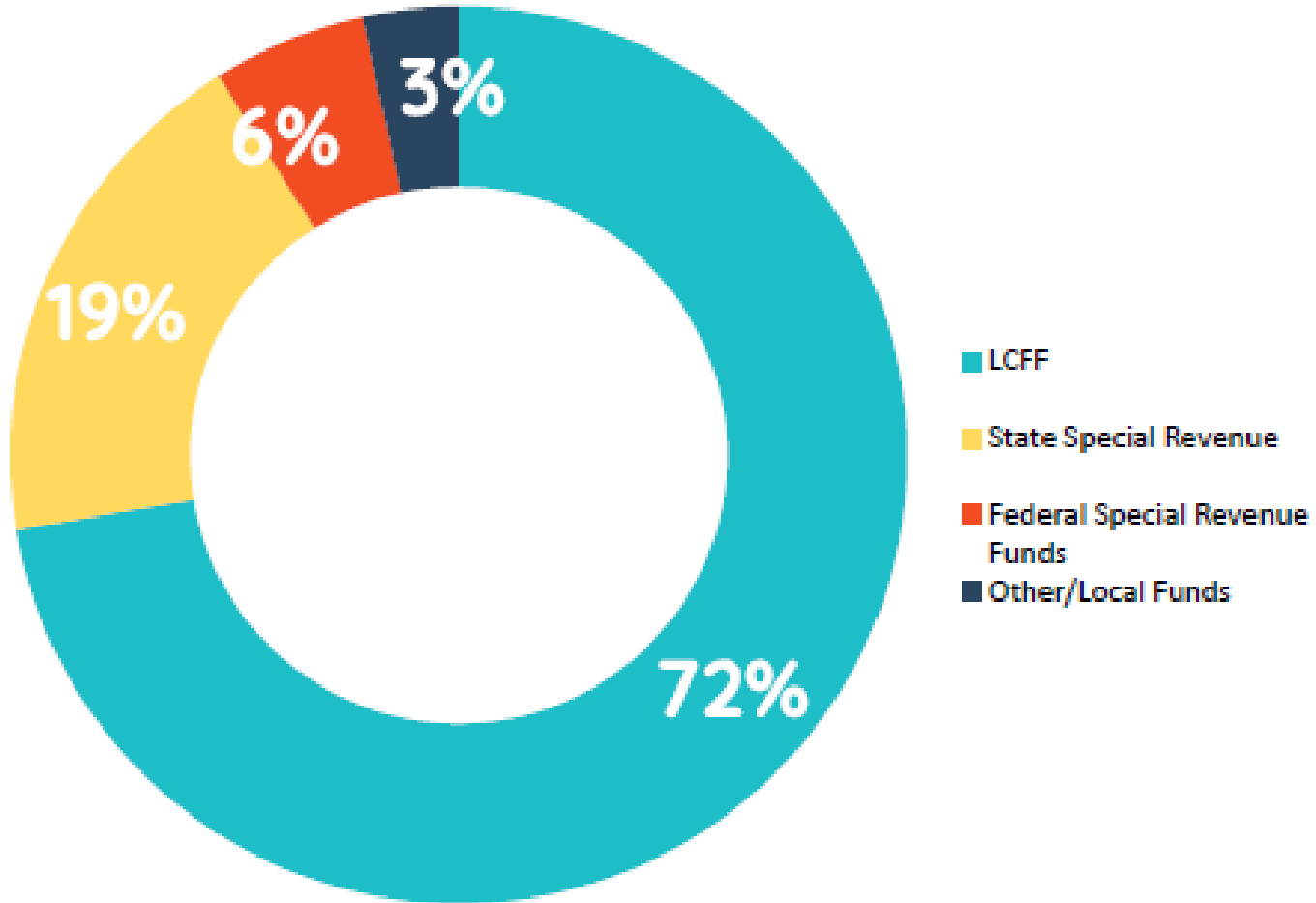
**304.74**

9<sup>th</sup> – 12<sup>th</sup> Grades ADA

**LCFF Funding (and some other funding sources) are earned based on the number of days the students are in class rather than how many students are enrolled.**

**Revenue assumptions are based on 525 students enrolled and a 94% attendance rate.**

# 2023-24 Original Budget Revenue





# Original Budget Comparison

	2022-23 Second Interim MYP	2023-24 Original Budget
<b>Enrollment</b>	<b>500</b>	<b>525</b>
<b>Average Daily Attendance</b>	<b>465</b>	<b>486</b>
<b>Staffing Full-Time Equivalent (FTE)</b>	<b>49.89</b>	<b>50.62</b>
<b>Beginning Fund Balance</b>	<b>11,484,034</b>	<b>12,515,638</b>
Revenue	9,289,148	10,394,205
Expenditure	9,820,619	10,440,928
<b>Ending Fund Balance</b>	<b>10,952,563</b>	<b>12,468,915</b>
<i>Excess (Deficiency) of revenues over expenses</i>	<i>(531,471)</i>	<i>(46,723)</i>
<b>Components of Ending Fund Balance</b>		
Other Assignments	8,645,320	9,905,253
Reserve for Economic Uncertainty	1,633,118	1,075,497
<b>Unassigned Fund Balance</b>	<b>674,125</b>	<b>1,488,165</b>

# Revenue Comparison

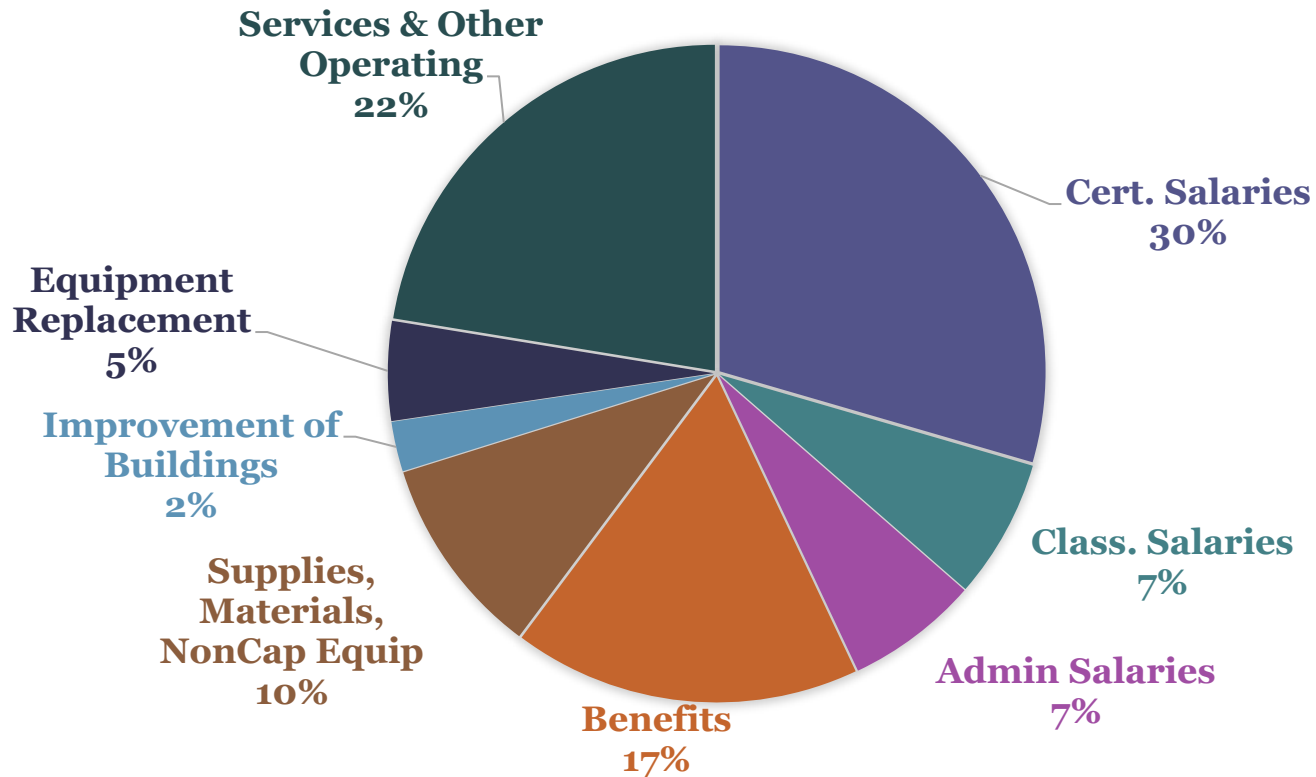
Revenue Source	2022-23 Second Interim MYP	2023-24 Original Budget	Amt Change	Explanation
Local Control Funding Formula	6,812,132	7,169,983	357,851	Projected enrollment/ADA & COLA increase
State Ongoing	1,134,148	1,305,966	171,818	Projected enrollment/ADA increase Increased Military Budget New Prop 28 Arts & Music
State One-Time	512,527	975,325	462,798	Increased use of one-time funds; New kitchen infrastructure grant
Federal Ongoing	503,770	483,519	(20,251)	Projected enrollment/ADA & COLA increase
Federal One-Time	321,571	409,412	87,841	Decreased funds spent in 2022-23
Local	5,000	50,000	45,000	Superintendent/Commandant fund
<b>Total Revenue</b>	<b>9,289,148</b>	<b>10,394,205</b>	<b>1,105,057</b>	

# Original Budget

## Expenditures

# 2022-23 Expenditures

**\$10,440,928**



# Expenditure Comparison

Expenditures	2nd Interim MYP	Original Budget	Amt Change	Explanation
Certificated Salaries	3,207,663	3,464,113	256,450	Step/Column movement; position changes
Classified Salaries	1,088,718	1,024,160	(64,558)	Remove CBO; Add kitchen aide
Employee Benefits	1,665,279	1,798,847	133,568	Salary and PERS increases
Supplies, Materials, & Noncapitalized Equipment	933,000	1,039,542	106,542	Increased military budget
Subagreement for services	92,685	166,000	73,315	Increase budget for Psychologist/SLP
Travel & Conference, Dues & Memberships; Insurance	170,086	140,477	(29,609)	Reduction in one-time funding
Operations and Housekeeping	510,000	376,135	(133,865)	Remove First Alarm expenses
Rentals, Leases, Repairs, & Noncap. Improvements	406,000	368,310	(37,690)	Reduction in non-capitalized improvements
Professional/Consulting Services & Operating Expenses				Increases to CORE, Hands-on-Technology Decrease to BARR
Communications	1,289,408	1,290,677	1,269	
Equipment Replacement & Land Improvement	-	772,667	772,667	Increase for technology upgrades, computer replacement and building improvements
Depreciation and Interest	457,780	-	(457,780)	Not included in Original Budget
<b>Total Expenditures</b>	<b>9,820,619</b>	<b>10,440,928</b>	<b>620,309</b>	

## 2022-23 One-Time Funding Expenses moved to 2023-24 LCFF

**0.87 FTE**

ELD Teacher

**1.60 FTE**

Intervention Teachers

**0.53 FTE**

Guidance Counselor

**0.40 FTE**

Dual Enrollment/Credit Recovery

**1.49 FTE**

ELD Aides

**4.89 FTE**

Total

# 2023-24 One-Time Funding

Ongoing Expenses	
Description	Budget
Salaries and Benefits	66,309
BARR	26,000
Hands-On Technology	114,000
Read 180	79,000
Computers	81,348
CORE	145,500
<b>TOTAL</b>	<b>512,157</b>

One-Time Expenses	
Description	Budget
PBIS	15,000
Technology Improvements	44,922
Kitchen Infrastructure	128,617
<b>TOTAL</b>	<b>188,539</b>

# SECOND INTERIM REPORTING

## MULTIYEAR PROJECTION



# MULTIYEAR PROJECTION (MYP)

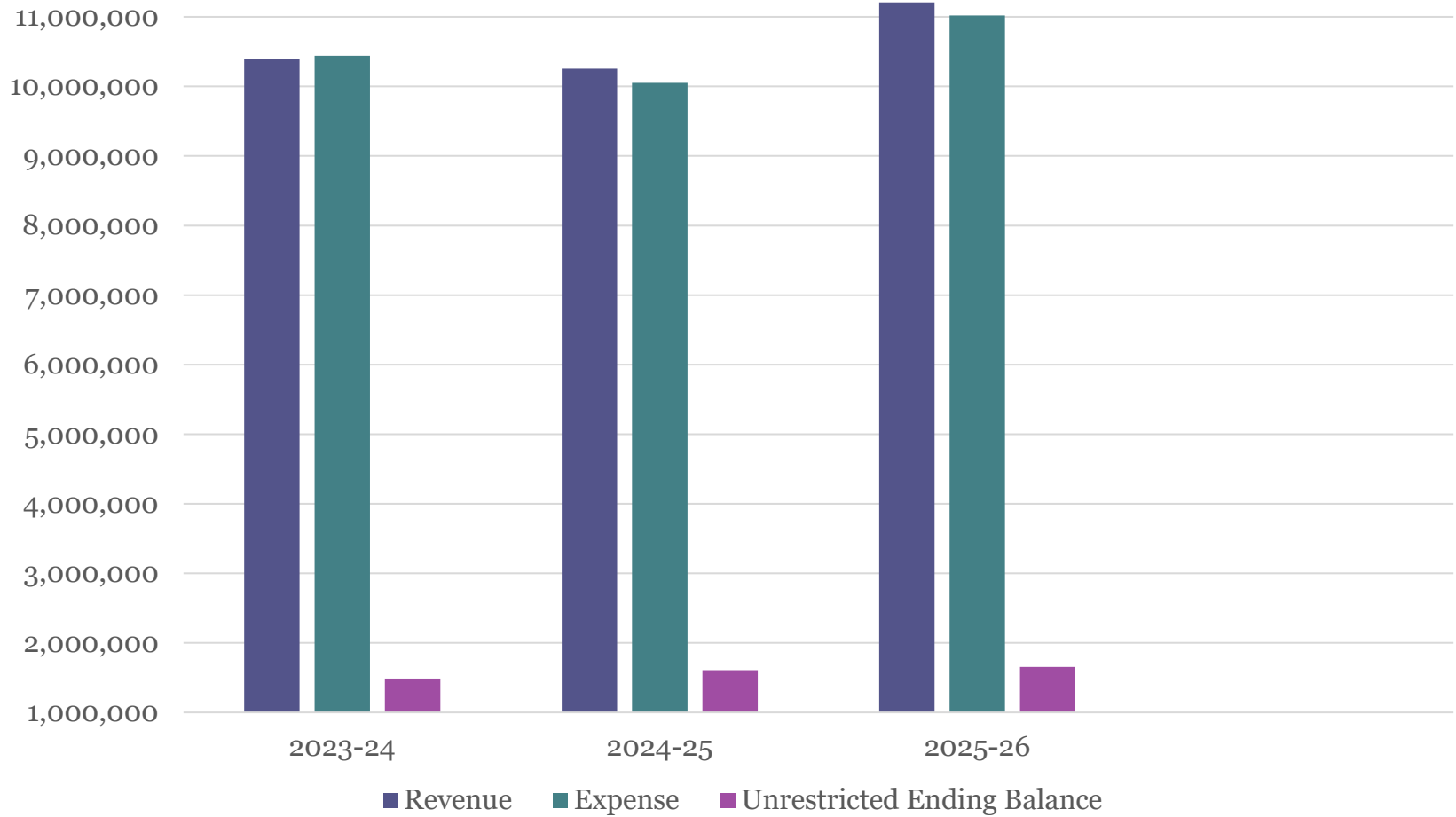
**Multiyear  
projections  
(MYP) are  
required by  
AB 1200 and  
AB 2756**

**Projections,  
anchored in  
reliable  
information as  
of the date of  
the projection—**

**They are NOT  
forecasts or  
cash**

**Will change  
any time the  
underlying  
factors  
change**

# Multiyear Projection Chart



# LCFF Funding per ADA

<b>Grade Span</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>6</b>	<b>\$12,844</b>	<b>\$13,144</b>	<b>\$13,561</b>
<b>7-8</b>	<b>\$13,224</b>	<b>\$13,532</b>	<b>\$13,961</b>
<b>9-12</b>	<b>\$15,724</b>	<b>\$16,091</b>	<b>\$16,602</b>
<b>Average</b>	<b>\$14,750</b>	<b>\$15,017</b>	<b>\$15,490</b>

# Multiyear Planning Factors

Factor	2023-24	2024-25	2025-26
<b>COLA</b>	8.22%	3.94%	3.29%
<b>Lottery per ADA</b>	\$237	\$237	\$237
<b>Mandated Block Grant</b>			
K-8 per ADA	\$19.83	\$20.53	\$21.21
9-12 per ADA	\$55.12	\$57.07	\$58.96
<b>CalSTRS</b>	19.10%	19.10%	19.10%
<b>CalPERS</b>	27.00%	28.10%	28.80%

# Original Budget MYP

	2023-24	2024-25	2025-26
<b>Enrollment</b>	<b>525</b>	<b>550</b>	<b>600</b>
<b>Average Daily Attendance</b>	<b>486</b>	<b>515</b>	<b>561</b>
<b>Staffing Full-Time Equivalent (FTE)</b>	<b>50.62</b>	<b>52.56</b>	<b>54.56</b>
<b>Cost of Living Adjustment</b>	<b>8.22%</b>	<b>3.94%</b>	<b>3.29%</b>
<b>Beginning Fund Balance</b>			
	<b>12,515,638</b>	<b>12,468,915</b>	<b>12,673,366</b>
Revenue	10,394,205	10,255,711	11,208,481
Expenditure	10,440,928	10,051,260	11,018,825
<b>Ending Fund Balance</b>	<b>12,468,915</b>	<b>12,673,366</b>	<b>12,863,022</b>
<i>Excess (Deficiency) of revenues over expenses</i>	<i>(46,723)</i>	<i>204,451</i>	<i>189,656</i>
<b>Components of Ending Fund Balance</b>			
Capital Assets	<b>9,905,253</b>	<b>9,905,253</b>	<b>9,905,253</b>
Reserve for Economic Uncertainty	1,075,497	1,160,034	1,303,521
<b>Unassigned Fund Balance</b>	<b>1,488,165</b>	<b>1,608,079</b>	<b>1,654,248</b>

# MYP Staffing Assumptions

Description	2023-24	2024-25	2025-26
Teachers	28.60	30.60	32.60
Student/Teacher Support Services	7.46	7.46	7.46
Certificated Administration/Management	2.06	2.00	2.00
Classified Administration/Management	3.00	3.00	3.00
Clerical/Office	3.50	3.50	3.50
Security & Facility	6.00	6.00	6.00
<b>TOTAL</b>	<b>50.62</b>	<b>52.56</b>	<b>54.56</b>

# Original Budget Scenario 1 3.00% raise in 2023-24

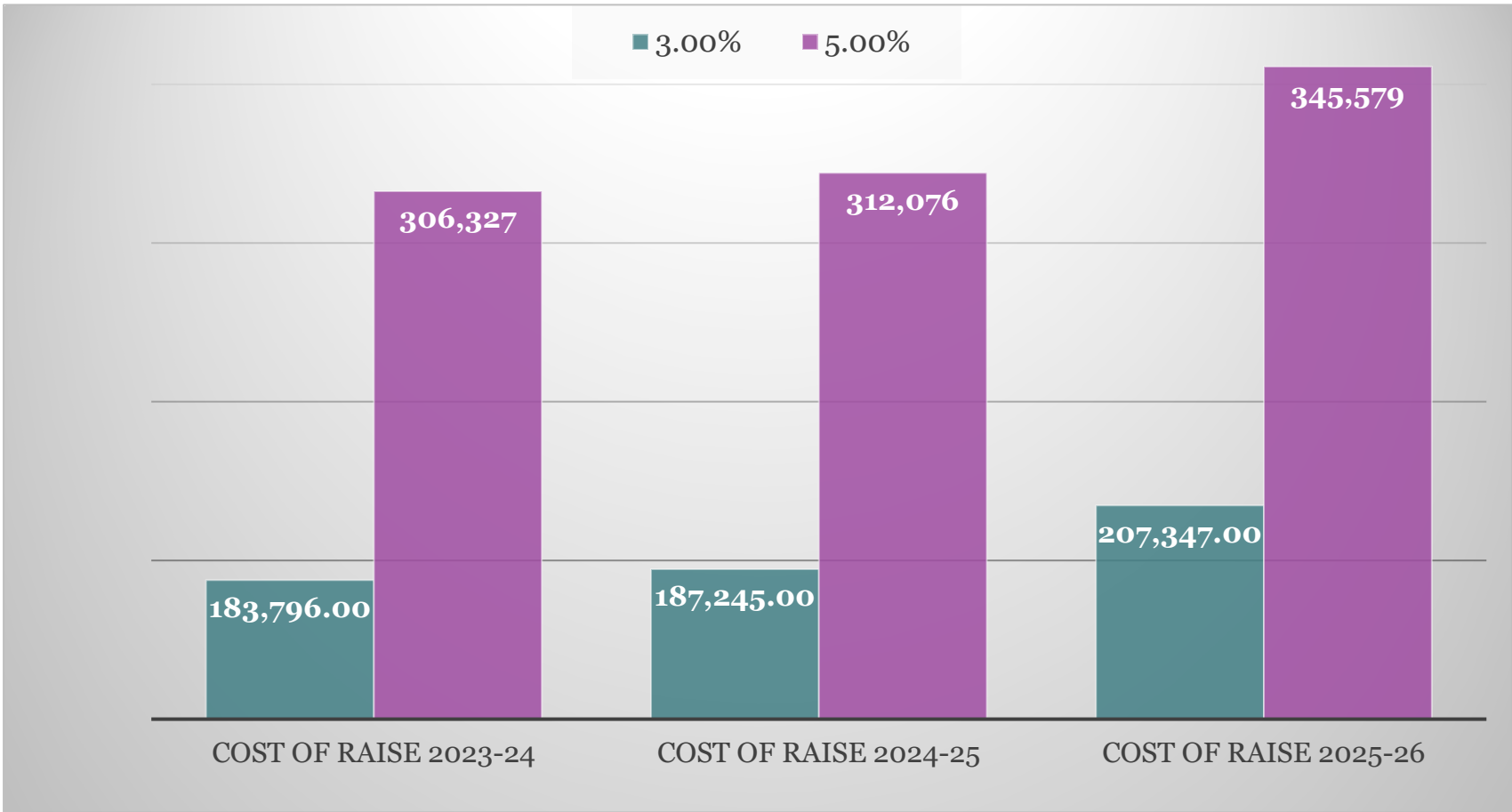
	2023-24	2024-25	2025-26
<b>Enrollment</b>	<b>525</b>	<b>550</b>	<b>600</b>
<b>Average Daily Attendance</b>	<b>486</b>	<b>515</b>	<b>561</b>
<b>Staffing Full-Time Equivalent (FTE)</b>	<b>50.62</b>	<b>52.62</b>	<b>54.56</b>
<b>Cost of Living Adjustment</b>	<b>8.22%</b>	<b>3.94%</b>	<b>3.29%</b>
<b>Beginning Fund Balance</b>			
	<b>12,515,638</b>	<b>12,285,119</b>	<b>12,302,379</b>
Revenue	10,394,205	10,255,711	11,208,481
Expenditure	10,624,724	10,238,451	11,226,172
<b>Ending Fund Balance</b>	<b>12,285,119</b>	<b>12,302,379</b>	<b>12,284,688</b>
<i>Excess (Deficiency) of revenues over expenses</i>	<i>(230,519)</i>	<i>17,260</i>	<i>(17,691)</i>
<b>Components of Ending Fund Balance</b>			
Capital Assets	<b>9,905,253</b>	<b>9,905,253</b>	<b>9,905,253</b>
Reserve for Economic Uncertainty	1,075,497	1,160,034	1,303,521
<b>Unassigned Fund Balance</b>	<b>1,304,369</b>	<b>1,237,092</b>	<b>1,075,914</b>

## Original Budget Scenario 2 5.00% raise in 2023-24

	2023-24	2024-25	2025-26
<b>Enrollment</b>	<b>525</b>	<b>550</b>	<b>600</b>
<b>Average Daily Attendance</b>	<b>486</b>	<b>515</b>	<b>561</b>
<b>Staffing Full-Time Equivalent (FTE)</b>	<b>50.62</b>	<b>52.62</b>	<b>54.56</b>
<b>Cost of Living Adjustment</b>	<b>8.22%</b>	<b>3.94%</b>	<b>3.29%</b>
<b>Beginning Fund Balance</b>			
	<b>12,515,638</b>	<b>12,162,678</b>	<b>12,055,107</b>
Revenue	10,394,205	10,255,711	11,208,481
Expenditure	10,747,165	10,363,282	11,364,404
<b>Ending Fund Balance</b>	<b>12,162,678</b>	<b>12,055,107</b>	<b>11,899,184</b>
<i>Excess (Deficiency) of revenues over expenses</i>	<i>(352,960)</i>	<i>(107,571)</i>	<i>(155,923)</i>
<b>Components of Ending Fund Balance</b>			
Capital Assets	<b>9,905,253</b>	<b>9,905,253</b>	<b>9,905,253</b>
Reserve for Economic Uncertainty	1,074,717	1,036,328	1,136,440
<b>Unassigned Fund Balance</b>	<b>1,182,709</b>	<b>1,113,526</b>	<b>857,491</b>

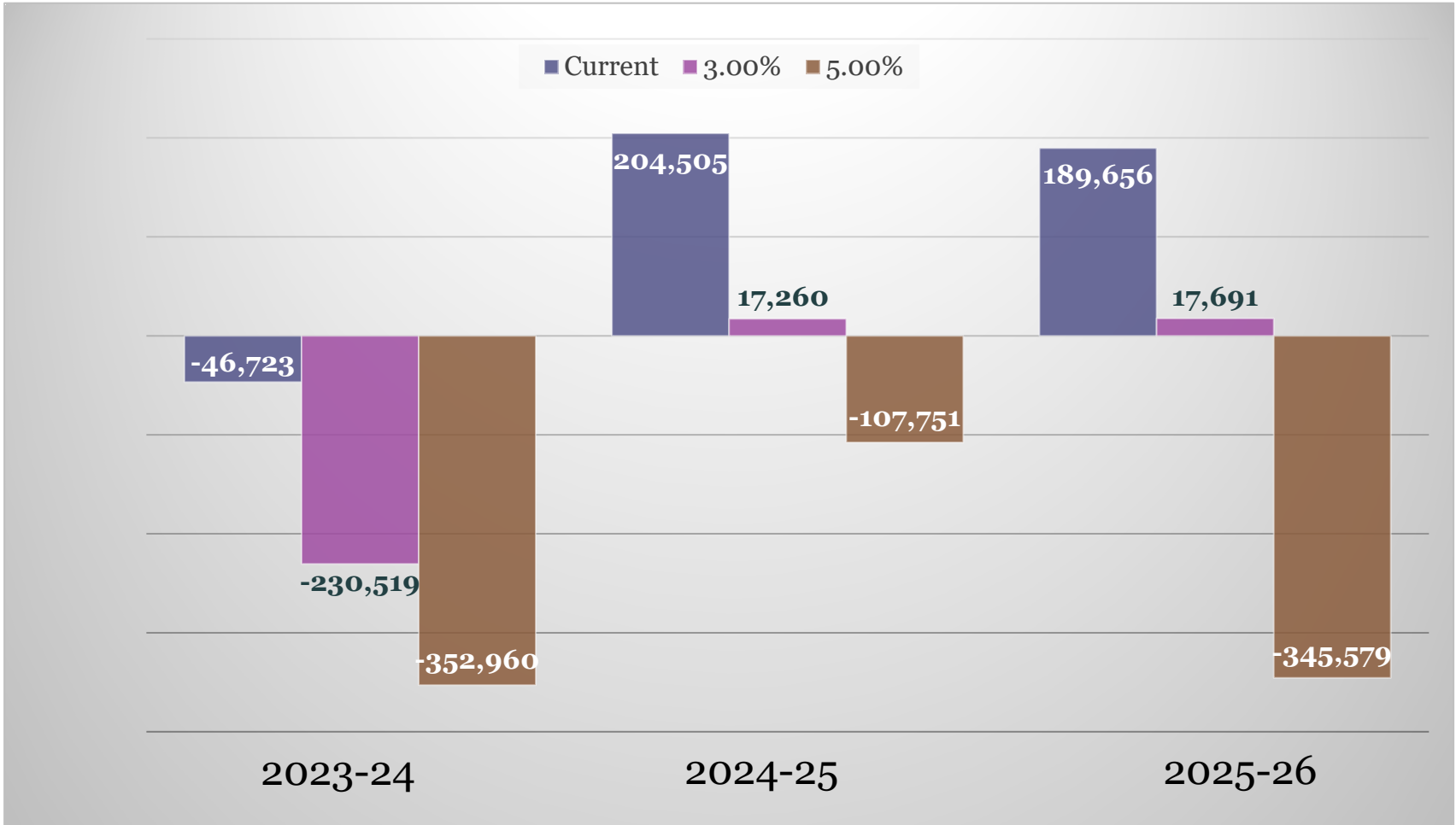


# Cost of Raise Comparison



# Cost of Raise Comparison

## Excess/Deficiency of Revenues over Expenses



## **Multiyear Projection**

A budget deficit exists in 2023-24. This will likely change after the state budget is adopted.

OMI can meet its financial obligations and maintain an 11% to 12% reserve for economic uncertainties the following two years.

What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning.

-Chuck Grassley-

# Coversheet

## OMI 2023-2024 Local Control Accountability Plan (LCAP)

**Section:** VI. Public Hearing  
**Item:** B. OMI 2023-2024 Local Control Accountability Plan (LCAP)  
**Purpose:**  
**Submitted by:** Mary Streshly  
**Related Material:** 2023 OMI LCAP.pdf  
2023\_LCFF\_Budget\_Overview\_Parents.pdf

### BACKGROUND:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2023-2024 LCAP year must be posted as one document.

The Local Control and Accountability Plan provides information to all stakeholders on how the Oakland Military Institute College Preparatory Academy Plans to use its state funding to help all students but especially those vulnerable groups of students such as English Learners, low income students, foster youth and homeless students.

California funds schools on a per-student basis. Every student who fits into at least one of these targeted groups generates additional funding for their schools. Under state law, LEA's use their LCAP to make the case that spending plans actually serve the best interests of their most vulnerable students.

The LCAP serves the following purposes:

- Forces LEA's to justify their use of state funding.
- Compel LEA's to ask the community what it wants out of its schools.
- Help LEA's to set goals for students' academic performance
- Help LEA's to outline its strategy to improve

After a public hearing, the OMI Local Control and Accountability Plan must subsequently be approved by the OMI Board as a separate public meeting prior to June 30th.

### RECOMMENDATION:

It is the recommendation of Staff that the Board hear the budget presentation and any public comments during Public Hearing and seek any necessary clarifications on the Local Control Accountability Plan [LCAP] and budget narrative as it is presented, then provide the Superintendent

and Staff any necessary feedback or direction during this first reading/public hearing in order that staff may bring our Local Control Accountability Plan on June 22, 2023 suitable for Board approval/adoption.



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oakland Military Institute, College Preparatory Academy

CDS Code: 01612590130617

School Year: 2023-24

LEA contact information:

Dr. Mary E. Streshly

Superintendent

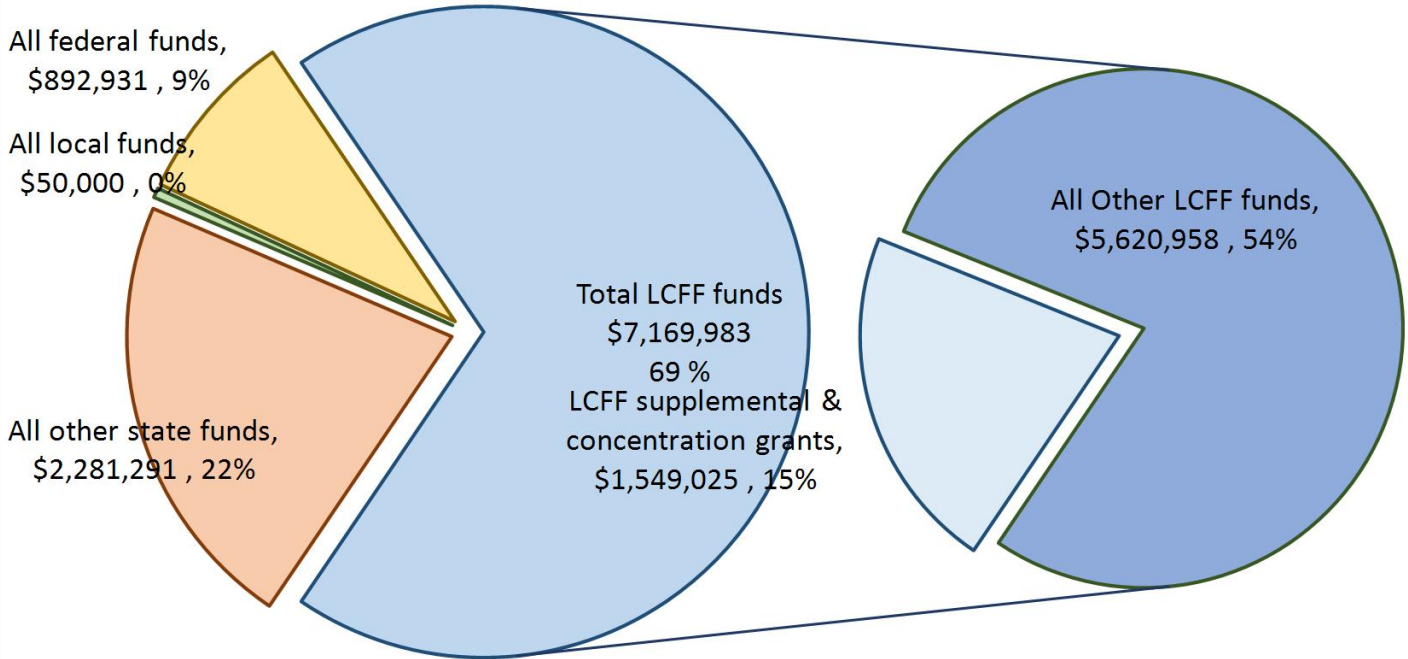
[mstreshly@omiacademy.org](mailto:mstreshly@omiacademy.org)

(510) 594-3992

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

# Budget Overview for the 2023-24 School Year

## Projected Revenue by Fund Source



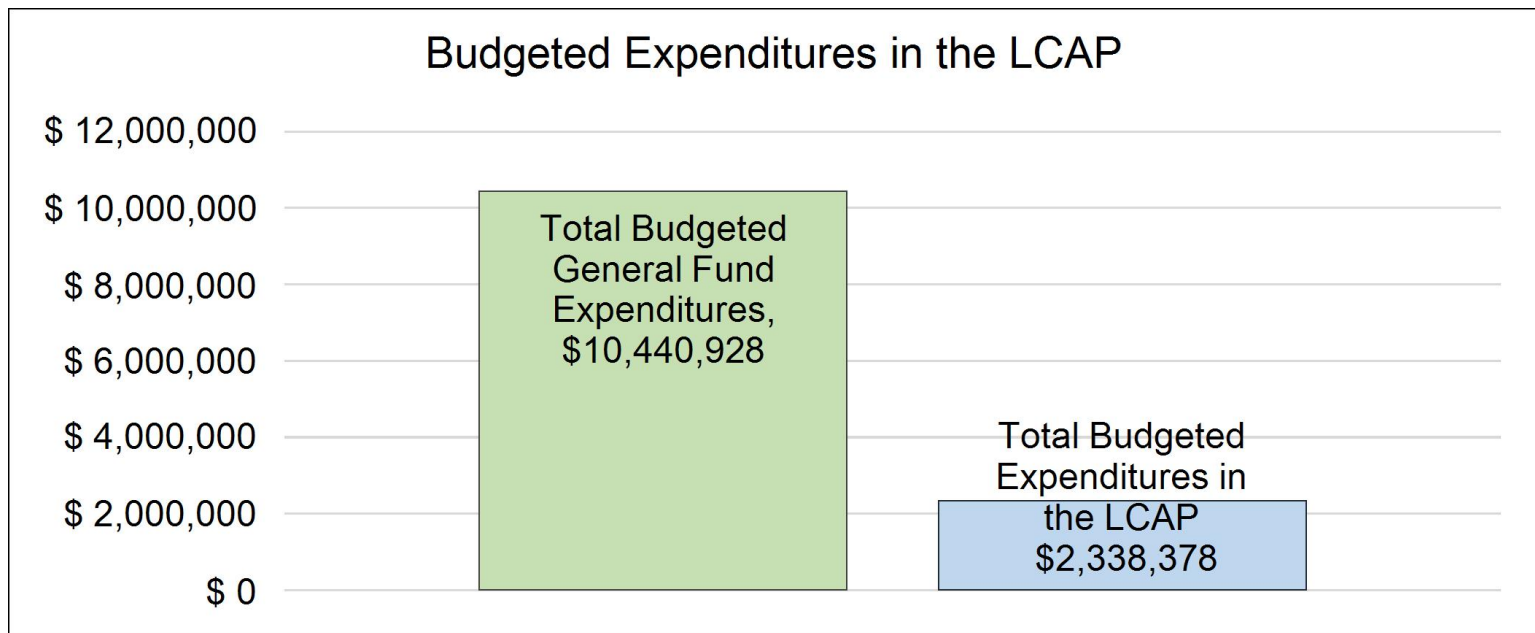
This chart shows the total general purpose revenue Oakland Military Institute, College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Military Institute, College Preparatory Academy is \$10,394,205, of which \$7,169,983 is Local Control Funding Formula (LCFF), \$2,281,291 is other state funds, \$50,000 is local funds, and \$892,931 is federal funds. Of the \$7,169,983 in LCFF Funds, \$1,549,025 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oakland Military Institute, College Preparatory Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oakland Military Institute, College Preparatory Academy plans to spend \$10,440,928 for the 2023-24 school year. Of that amount, \$2,338,378 is tied to actions/services in the LCAP and \$8,102,550 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP are those for mandatory requirements, certificated and classified staff, utilities, contracts for services, training, technology upgrade, kitchen upgrade, after-school costs, meals and staff for nutrition services, expenses paid from the National Guard fund, and other costs involved in educating students and running the school.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

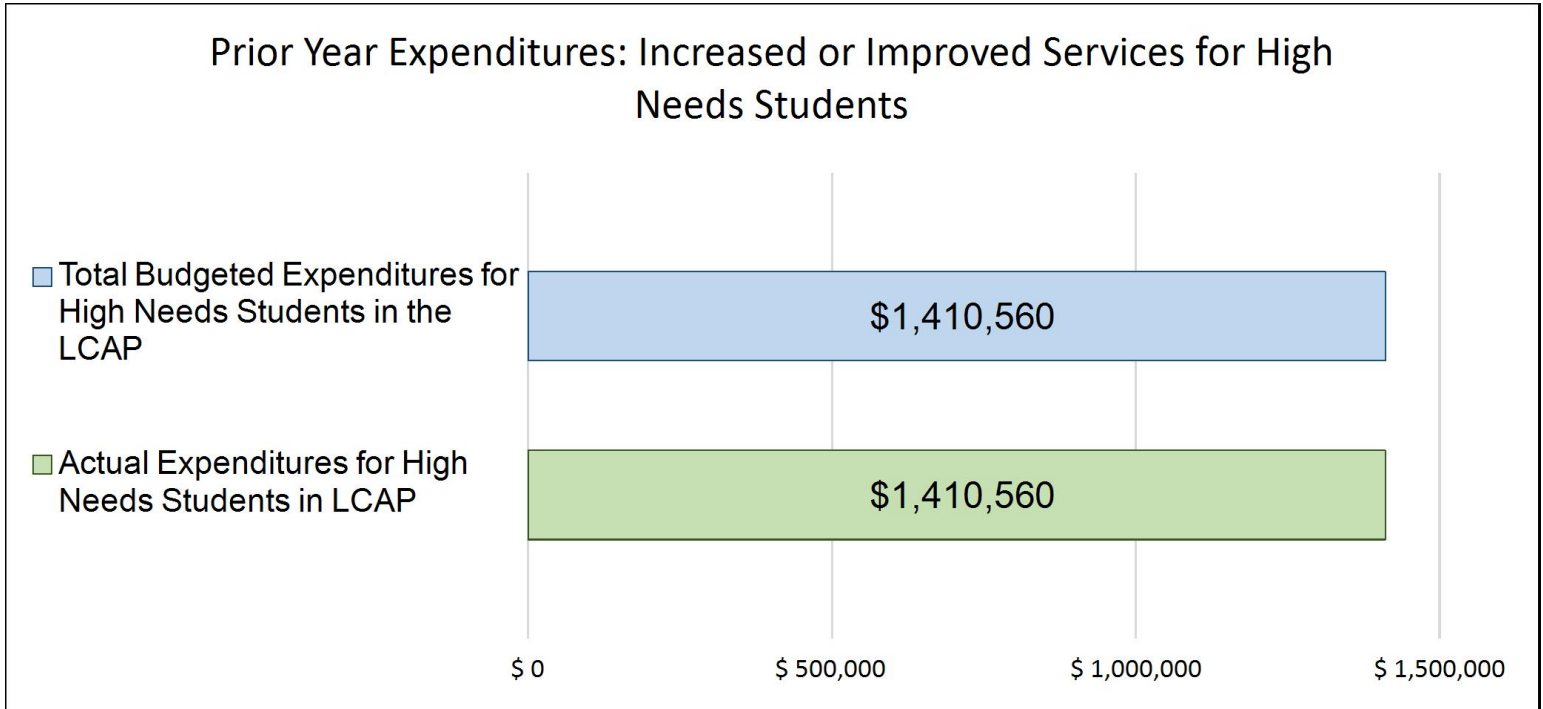
In 2023-24, Oakland Military Institute, College Preparatory Academy is projecting it will receive \$1,549,025 based on the enrollment of foster youth, English learner, and low-income students. Oakland Military Institute, College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Military Institute, College Preparatory Academy plans to spend \$1,285,748 towards meeting this requirement, as described in the LCAP.

The LEA also provides: BART tickets for student transportation; BART tickets and other expenses for field trips to keep students engaged and allow for learning outside of the classroom setting; a variety of athletics to help improve attendance, engage students, and provide a safe place after school; an instructional data coach to assist staff in using data to identify areas students need help in; and a 0.80 FTE middle school math teacher to keep small class

sizes. This \$261,048 in expenditures is paid from LCFF funds.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Oakland Military Institute, College Preparatory Academy's LCAP budgeted \$1,410,560 for planned actions to increase or improve services for high needs students. Oakland Military Institute, College Preparatory Academy actually spent \$1,410,560 for actions to increase or improve services for high needs students in 2022-23.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Military Institute, College Preparatory Academy	Dr. Mary E. Streshly Superintendent	mstreshly@omiacademy.org (510) 594-3992

## Plan Summary [2023-24]

### General Information

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

The Oakland Military Institute College Preparatory Academy was formed in 2001 as a partnership between then Oakland Mayor Jerry Brown and the California National Guard. For over two decades, OMI has had a history of promoting excellence for its cadets through academics, character building, and leadership, a formula proven successful in other established military preparatory schools. The OMI Board of Directors adopted a revised mission in school year (SY) 2019-2020 that re-emphasizes the core purpose of the school charter:

**MISSION:** The mission of the Oakland Military Institute College Preparatory Academy (OMI) is to prepare each of its cadets to qualify for, and succeed in, leading colleges and universities. OMI, through a traditional military school framework, instills honor, integrity and leadership.

OMI was renewed by its authorizer, the Oakland Unified School District (OUSD), in 2019 for a term of five years (currently through June 30, 2025). Since that time, the school has undergone significant changes in its leadership team, its operations and its instructional program. One of the impetus for such changes is a comprehensive Systemic Instructional Review (SIR) and report by the California Collaborative in Educational Excellence (CCEE), which provided OMI with a diagnostic of the school's instructional programs, practices, and implementation of initiatives (academic, behavior, and social emotional). The CCEE SIR also provided OMI a set of comprehensive recommendations to support continuous improvement and to assist the school in building a Multi-tiered System of Support (MTSS) framework.

Like most public schools in California and across the nation, OMI has faced challenges emerging from the school closures and online learning imposed by CDC and local health agency mandates. Student performance, enrollment, regular daily attendance and availability of qualified staffing dropped dramatically in 2021-2022. Moreover, the faculty and leadership turnover continued to impede OMI's speedy and vigorous recovery and the rising mental health crisis is palpable in our community.

However, with the continued support of California Collaborative in Educational Excellence (CCEE), steadfast commitment of our Governing Board, led by Board Chairman, former Governor Jerry Brown, and new, very experienced leadership in our superintendent and commandant roles, OMI made great strides in 2022-2023 giving our great school and strong footing for 2023-2024. We were awarded a 6-year accreditation by the Western Association of Schools and Colleges [WASC]. We have recruited experienced teaching talent. Our math and literacy benchmarks show significant gains. Our enrollment numbers are up and our military cadre continues to bolster OMI's physical and socio-emotional health and safety advantage over all other Oakland schools.

Our demographic displayed data below shows a 15% increase in low income cadets and a 7% increase in English Learners. Students with disabilities has increased slightly by 1%. Our African American and Asian populations have declined and our Latino population has increased by 2%.

Ethnicity	Enrollment	Percent
African American	59	12.9%
Asian	69	15.1%
Hispanic/Latino	290	63.6%
White	7	1.5%
Two/More Races	7	1.5%
Not Reported	24	5.3%
Total	456	100.0%

Subgroup	Percent
English Learners	40.4%

Foster Youth	0.4%
Homeless Youth	0.2%
Migrant Education	0.0%
Students with Disabilities	14.9%
Low Income	78.7%

Local assessments trended upward this year. This Local Control Accountability Plan seeks to address the learning loss experienced by the students as the school emerges from the COVID 19 pandemic.

The OMI campus is located in West Oakland at 3877 Lusk Street and has invested heavily in the property with over \$12 million in upgrades and expansions.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

OMI's performance on the 2022 California School Dashboard follows:

- English Language Arts (ELA) - Low
- Math (MA) - Very Low
- Graduation Rate - Medium
- English Learner Progress - Medium
- College/Career - Not reported
- Chronic Absenteeism - Very High
- Suspension - Very High

To add context to the poor CA dashboard performance, it helps to look at comparison points between ourselves and our Oakland Unified authorizers:

OUSD cohort Grad Rate	= 76%, whereas OMI cohort Grad rate	= 90% [100% of seniors graduated in 2022]
OUSD A-G Rate	= 45%, whereas OMI UC A-G rate	= 54%
OUSD CAASPP ELA.	= 35%, whereas OMI ELA CAASPP proficiency	= 33%
OUSDCAASPP Math	= 26%, whereas OMI Math CAASPP proficiency	= 17%
OUSD Chronic Absenteeism.	= 45%, whereas OMI Chronic Absenteeism	= 25%
OUSD Suspension/ Expulsion.	= 4%, whereas OMI Suspension/Expulsion.	= 8%

OMI outperforms OUSD in Grad Rate, A-G Rate and Chronic Absenteeism, but underperforms OUSD in ELA, Math and Suspension/Expulsion rates.

Our main successes reside in our persistence in our focus on preparing our graduates to be prepared and eligible for college entrance and success. 97% of our graduating seniors have completed all processes to attend 2-4 year universities and 2% have completed necessary requirements to pursue a military or technical certification pathway. 71% of our graduates have completed 1 or more semesters of college credit by graduation and 55% have completed 2 or more semesters of college credit by graduation.

Additionally, our preliminary local assessment scores [RenStar] show us on track to improve our literacy and numeracy performance to meet and possibly exceed OUSD's current academic performance indicators. This is due to our implementation of an intensive reading and math intervention programs, adoption of new Common Core curriculum and intensive 1-1 teacher coaching in these content areas. We have also supported teacher induction qualifications and increased the percentage of fully credentialed, experienced teaching staff.

Another success is that OMI has made significant changes in a number of operational policies, procedures and protocols during the past 24 months. These include an updated and transparent budget in alignment with educational goals as well as a revised mission statement to reaffirm the school's original purpose. Personnel roles and responsibilities have been clarified, and all teachers will meet current credentialing requirements in the 2022-2023 school year.

OMI continued to enhance our learning environment by investing in the refresh of our campus this year, which included our Wellness and College and Career Center and other facility improvements, such as painting Regimental Hall and the main hall, replacing carpets in office and staff areas, recoating railings and upgrading our security system. We also upgraded our WiFi and developed a "tech refresh" plan with the goal of going 1-1 student/laptops in 23-24 school year.

OMI staff also made significant upgrades to the school campus during campus closures. These include the following: Removing and replacing old signage, painting the entire front half of the main building, removing graffiti and repainting the perimeter fence. Weeding, removing dead plants, tree pruning and adding over eight yards of new mulch in the planters that surround the school. OMI also installed a brand new HVAC system to all classrooms in the main building and new HVAC filters in the portable classrooms as well as buildings B and C. A new intercom system was also installed on the campus. The school also removed and replaced all restroom fixtures with brand new touch free sinks and toilets and installed brand new touchless drinking faucets throughout the campus. Hand sanitizing stations were also installed throughout the school.

The effort and time used to make these necessary changes will provide students with a clean, healthy and safe learning environment for full in-person learning in the 2023-2024 school year.



## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

OMI continues to be met with several challenges in the 2022-2023 school year resulting from inconsistent student attendance, staff turnover and inexperience at key core academic areas. 2022 CAASPP results indicates significant drops in student performance due to learning loss. Although the RENSTAR Interim Assessment Results administered in January 2023 results indicates a significant rebound, there is still much work to do in the area of Literacy and Numeracy achievement.

OMI must continue to work on its instruction, curriculum and student support systems to meet the vision of a college preparatory academy. Lowest performances in both English Language Arts (ELA) and in Math continue to be in critical student subgroups in special education, English learners, African American and Hispanic students.

Based on an analysis of the Winter 2023 RenSTAR results, English learners (EL) performance in grades 6-8 and 11, lag significantly in ELA; yet, we are seeing significant resclassification improvements in spring 2023.

The number of EL students new to OMI increased significantly in the 2020-2021 and 2021-2022 school years and that number increased again in 2022-2023. Due to our added ELD and Read 180/System 44 support classes, we are finally seeing much needed growth in English Language Literacy. Doubly, our Heritage Spanish and Dual Enrollment Spanish program is also growing dramatically in numbers. As a result of these increases demand for services for English Learners, EL academic performance continues to be one of the key areas of focus in this LCAP.

RenSTAR (January 2023):

EL 9-12 Grade level equivalency literacy - 5.2

EL 9-12 Math Grade level equivalency - 6.7

Another area of need is in providing additional supports for students with IEPs. In the CAASPP 2022 administration [CAASP TBD], ELA, 14% of SWD met or exceeded the standard. 21% met or exceeded the standard in math. In another local measure, failure rates, SWD's still struggle obtain enough support in general education classes and in study skills classes to find success on par with their general education peers. Additionally, English Learners have higher failure rates than their English Only peers.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP update reflects the concerted effort of our WASC accreditation team in the development of our WASC Action Plan. While the fall 2022 WASC plan is still grounded in our spring 2022 LCAP Plan, feedback [commendations and recommendations] from our WASC Visiting



Committee coupled with parent and student feedback retrieved by the WASC Visiting Committee formed the basis of our 2023 LCAP revision.

Based on our WASC Action Plan, OMI has developed the following goals and action steps:

Goal #1: Provide high-quality classroom instruction

Action Steps

- \* Conduct daily formal and informal classroom observations
- \* Implementation of high quality, culturally relevant, core instructional program with a scope and sequence of identified essential skills and common formative assessments to guide instruction
- \* Implement Math and Reading Intervention programs to remediate learning gaps
- \* Professional development relevant to individual teacher needs; Hire Core instructional coaches to work 1-1 with math, ELA & Science teachers.
- \* Provide 1-1 student computers for school and home use; plus high quality training & equipment
- \* Ensure high quality instructional technology equipment, training, and learning platforms to support instruction
- \* Ensure all ELA/ELD teachers are provided with comprehensive training on how to teach college prep writing

Goal #2: Provide English Learners with the required skills to reach grade level standards/proficiency

Action Steps

- \* Ensure all ELD students have access to Designated ELD courses
- \* Implement intensive, highly scaffolded writing program [JSWP] to support English Learners, special needs students and college preparatory writing across all content areas
- \* Increase ELD training for all instructional staff to support English Learners by integrating ELD in core classes
- \* Ensure all teachers have CLAD or BCLAD certification according to credentialing information
- \* Hire additional teachers and staff to support core and extended learning for EL students
- \* Provide Targeted Academic support to EL students

Goal #3: Create a safe, welcoming and inclusive campus environment for all cadets, their families and OMI personnel

Action Steps

- \* Increase opportunities for current and prospective parents/guardians to visit the OMI campus and participate in activities and leadership opportunities
- \* Increase student activities, high interest electives, college visitations, FAFSA and scholarship communication and support events and high school sports and middle school intramurals
- \* Send weekly communication through Parent Square; Monthly newsletters; improve website and social media content
- \* Increase the number of school and community events to increase parent involvement
- \* Continue to deepen implementation of BARR - our initiative to improve staff/cadet relationships and provide a foundation for our multi-tiered systems of support
- \* Identify and utilize bilingual personnel to increase direct communication with families

- \* Administer cadet and parent school culture surveys
- \* Ensure an effective cadet recruitment process
- \* Create comprehensive and sustainable systems [including attendance monitoring and progressive & restorative discipline] within the school to ensure the safety, welfare and academic success of all students
- \* Create middle school focused counseling center

#### Goal # 4: Bolster Organizational Capacity and Effectiveness

##### Action Steps

- \* Further define and strengthen the roles and responsibilities of key school leaders.
- \* Convene leadership retreats to identify and address outstanding school issues, including those raised by this self-study.
- \* Improve communication and further integrate services for seamless coordination between civilian and military staff
- \* Create an expanded and meaningful role for parents at the school [School Site Council, Parent Cadet Alliance, English Learner Advisory Council]
- \* Enable staff and student participation in creative ways that strengthen the school community and deepen its commitment to honor, integrity and leadership.

Metrics (how we measure success) for each goal has been created and outlined in this LCAP and targets in each succeeding year on these measurements have been created to measure our success throughout the next three years of this plan. Updates on these metrics are provided annually to assess progress on OMI's goals.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

OMI was identified for differentiated support in the 2019-2020 school year.

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Alameda County Office of Education (ACOE) met with OMI leadership in March of 2020 to discuss professional development, training and support for all instructional staff. Plans were made to begin training in the 2020-2021 school year; however, these plans were not implemented due to the COVID-19 school closures. Since that time, OMI has engaged, through California Collaborative for Educational Excellence (CCEE), the International Center for Leadership in Education (ICLE) to work with teachers to align their curriculum to priority

standards and to develop formative and summative assessments related to these learning standards. Instructional coaches were brought in to support teachers on lesson planning and design in the 2021-2022 school year.

### ***Monitoring and Evaluating Effectiveness***

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

OMI met with CCEE on a quarterly basis in the 2021-2022 school year to assess its progress on the CCEE SIR report recommendations. Additionally, regular reports will be provided to the OMI Board of Directors regarding OMI's progress on the goals outlined in this LCAP. OMI plans to re-engage ACOE in its work with ICLE in the upcoming school year to broaden and deepen instructional support for teachers.

## Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

OMI engaged our community through several modalities this year:

- 1) Parents, staff and students were invited to provide feedback to our WASC Visiting Committee, who then incorporated their feedback into our accreditation recommendations
- 2) Parents and students were given the CA Healthy Kids Survey
- 3) Parents were invited to monthly Grizzly Family Nights, which included our School Site Council and ELAC, to provide input on our school activities and progress
- 4) Parents, students and staff were given and LCAP survey sent out by Parent Square, QR code during Grizzly Family Nights and student leadership classes
- 5) Seniors were given a senior exit survey
- 6) The After School Program administered a survey to students and parents

A summary of the feedback provided by specific educational partners.

- 1) Stakeholder groups want highly qualified and well trained teachers in all classrooms who could provide improved classroom discipline.
- 2) They want the campus to maintain a safe learning environment that is based on trust and respect.
- 3) Stakeholders also wanted more frequent and timely communication from OMI staff.
- 4) ELAC parents requested more support for their students including tutors and after school homework programs
- 5) Parents and students want more college application and scholarship information
- 6) Parents and students want more after school activities - clubs, sports
- 7) Parents and students want laptops for students to take home.
- 8) Staff wants improved salaries
- 9) Staff wants improved communication from leadership, but with less meetings
- 9) Middle school staff needs a bathroom

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

- 1) Action plan elements that target increase in after school student activities [most significantly at the middle school], such as tutorials, intramurals and sports is based on parent and student feedback
- 2) Action plan elements that aim to improve communications is based on staff and parent input
- 3) Action plan elements that aim to increase middle school access to academic counseling, mental health and leadership is based on parent and student feedback
- 4) Action plan elements that aim increase high school student access to college and scholarship information is based on senior exit and student leadership feedback

- 5) Action plan elements that aim to increase student 1-1 access to digital devices at home and at school is based on parent input
- 6) Action plan elements that aim to increase teacher experience, expertise in content areas and classroom management is based on parent, student, staff and administration feedback

# Goals and Actions

## Goal

Goal #	Description
1	Provide high-quality classroom instruction

An explanation of why the LEA has developed this goal.

OMI students deserve the latest researched based best practices instruction every day in every classroom delivered by highly trained and qualified educators.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual CAASPP Scores	CAASPP (2019): English Language Arts (ELA): 26.7% met or exceeded the standard Math (MA): 9.95% met or exceeded the standard	CAASPP (2022): meets/exceeds Overall: 33% ELA; 17% Math 11th grade: ELA 50%; 14% Math 8th grade: ELA 29%; 14% Math 7th grade: ELA 31%; 26% Math 6th grade: ELA 16%; 14% Math	CAASPP (2023): TBD		CAASPP meets/exceeds standard ELA 11th - 65%; Math 11th - 35% ELA 8th - 50%; Math 8th - 45% ELA 7th - 40%; Math 7th - 35% ELA 6th - 50% Math 6th - 50%
Renaissance Star Reading and Math Assessment Results	RenSTAR (2020): English Language Arts (ELA): 34.8% met or exceeded the standard	RenSTAR (January 2022): English Language Arts (ELA): 28.8% met or exceeded the standard	RenSTAR (spring 2023) 2 highest bands ELA 6th - 49%; Math 6th - ELA 7th - 53%; Math 7th -		RenSTAR (spring 2024) ELA 6th - 60%; Math 6th - ELA 7th - 65%; Math 7th -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math (MA): 26.4% met or exceeded the standard</p> <p>RenSTAR (May 2021): English Language Arts (ELA): 30.1% met or exceeded the standard Math (MA): 26.2% met or exceeded the standard</p>	Math (MA): 16.9% met or exceeded the standard	<p>ELA 8th - 48%; Math 8th -</p> <p>ELA 9th - 61%; Math 9th -</p> <p>ELA 10th - 56%; Math 10th -</p> <p>ELA 11th - 68%; Math 11th -</p>		<p>ELA 8th - 60%; Math 8th -</p> <p>ELA 9th - 70%; Math 9th -</p> <p>ELA 10th - 70%; Math 10th -</p> <p>ELA 11th - 78%; Math 11th -</p>
Core Growth Measure (Middle School)	<p>Core Growth Measure (2018-2019) ELA Growth: 35th percentile Math Growth: 19th percentile</p>	No Growth Data Until Fall 2023.	No Core Growth assessment administered in 22-23		N/A
8th Grade Promotion Rate	<p>92% 8th Grade Promotion</p> <p>65% 8th Grade Promoted w/o Summer School (2021) 100% Promoted after Summer School</p>	62% 8th Graders Promoted w/o Summer School (2022) - 38% need to take Summer School	<p>Spring 2023 79% promoted w/o summer REQ 21% not promoted/conditional summer REQ</p>		100% 8th Grade Promotion
High School Graduation Rate	High school graduation (2020): 85.6%	High school graduation (2022) 98% of class of 2022	High School graduation (2023) 99% of class of 2023		High school graduation: 100% of current class

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	High school graduation (2021) 80.8%	90% of 4-year cohort	4-year cohort rate TBD		95% of 4-year cohort
College/Career Indicator (CCI)	CCI (2019): 57.1% Students Prepared	Fall 2022 Dashboard shows unreported CCI A-G Rate: 54% CTE Rate: 0% % taking college courses: 71% Milsci course: 88% [coding problem]	Fall 2023 Dashboard CCI - TBD		CCI: 80% Students Prepared
College Acceptance Rate	65.71% Attending 2 or 4 year Colleges	93.44% Attending 2 or 4 year Colleges (2022)	Class of 2023 87% attending 2-4 year [53% 4 year] 1% military		95% Attending 2 or 4 year Colleges

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Add Director of Teaching and Learning position to replace consultants and Conduct daily formal and informal classroom observations	Director of Teaching and Learning position will directly to increase academic achievement at the middle school school by bringing the middle school team into alignment in their classroom management, instructional delivery, student activities and interdisciplinary teamwork and projects. Student Services Coordinator and the Superintendent will also maintain a high degree of visibility throughout the campus including daily classroom observations. Each teacher will be observed a minimum of 3 times each semester, including 2 informal and 1 formal observation per teacher per semester.	\$162,862.00	Yes



Action #	Title	Description	Total Funds	Contributing
1.2	Contract with Core Instructional Coaches to continue intensive coaching focus on ELA and Math and middle school teachers.	Core coaches completed a combined 45 coaching days in 22-23. For 23-24, we will contract 40 days - 20 days each for Literacy and Math coaches. Coaching focus areas will include math and literacy instruction, new teachers, classroom management, vocabulary development, Read 180 implementation and SuccessMaker integration and hands-on, interactive and scaffolded teaching methodologies for English Learners and Special needs students.	\$145,000.00	Yes
1.3	Continue heavily scaffolded school wide writing program implementation [JSWP]	Student writing abilities continues to be an area recognized for improvement. Not only is writing directly assessed on CAASPP and an important college preparatory skill, but writing is critical for student be able to outwardly show critical thinking and structured writing instruction provides a vehicle [in addition to speaking] for students to process in a logical way what they have learned and retain this information. Teachers will learn to break down the writing process in an easily digestible manner for our English Learner, Special Ed and accelerated students alike and students, using the Jane Schaffer Writing Method, will continue to practice their skills at Literary Analysis, Argument, Narrative, Explanatory and Expository Writing.	\$34,000.00	No Yes
1.4	Teachers will be supported to continue to implement Common Core Standards Based Curriculum in core subject areas. This	In 2022-2023, ELA and Math adopted SAVVAS instructional materials, Science Adopted Discovery Learning and middle school Social Studies began using TCI and began training and curriculum mapping in Spring 2023. In the 2023-2024 school year, we will expand the use and training for TCI across middle school and add lab kits for middle school science, more lab equipment for high school and an additional Discovery Science high school course - Earth and Space. In	\$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
	support includes training on instructional materials, coaching and classroom equipment necessary for deep implementation.	exploration is the addition of interactive science labs called Pivot Learning. Pilot will be conducted in 23-24.		
1.5	Ensure high quality instructional technology equipment, training, and learning platforms to support instruction	OMI will move from classroom sets of chromebooks to 1-1 student issuance of chromebooks for class and take home usage in order to maximize tracking abilities and student access to technology and learning platforms.	\$82,000.00	Yes
1.6	Continue supporting the Induction Program and coaching required for our newly credentialed civilian and military teaching staff.	OMI will utilize expert teacher peers as mentors for new teachers and teachers needing to complete their induction programs.	\$46,000.00	Yes

## Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Because of the intentional focus on curriculum and instruction and the hiring of a special consultant to see the initiatives carried out, much of the planned actions were carried out in 22-23. Substantive changes were as follows:

1. Due to teacher feedback and scheduling issues, teacher coaching shifted in the spring from ICLE coaches to Core coaches at largely similar cost.

AVID was not implemented because the planning and training was not done in 21-22 in order to be in time for 22-23 activation. Additionally, due to the following time intensive initiatives, it was determined that we did not have the time to add another large initiative:

2. ELA and Math pilot and adoption process to ensure common CCSS curriculum across all grade levels in math and English

3. BARR initiative was launched in August 2022 and the large amount of training and staff time filled up our PD and mtg schedule in 22-23.

4. An intensive reading intervention program was launched in August 2022 in response to our extremely low reading scores. This program required extensive coaching and staff time.
5. Due to an evaluation by observation and teacher feedback that students had extremely limited writing skills coupled with our largely inexperienced teaching staff feeling ill-equipped to address the intensive writing needs, we determined the need to bring in an intensive writing program and staff training.

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

The largest material cost which was left unfunded was the cost associated with AVID implementation. This funding shifted to HMH Read 180 Reading Intervention and JSWP Intensive Writing Program and cost associated with adopting new SAVVAS math and ELA curriculum.

An explanation of how effective the specific actions were in making progress toward the goal.

1. Based on teacher feedback, principal observation and local assessment indicators, the actions associated with Core/induction coaching and curriculum sequencing/lesson planning was significant in progressing toward the goal of improving quality instruction. Furthermore, a focus on goal-setting and reflection in the evaluation process and frequent classroom observations with feedback cycle saw notable improvement in teacher confidence, lesson planning and student responsiveness based on coaches' feedback.

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

Changes made for the upcoming year revolve around doubling down on "deep implementation" of the initiatives that were strongly perceived by the OMI community as having the most positive impact on student achievement in 22-23 and not adding anything new to the plate of our staff that may detract from or limit the cadence of progress. Changes include a focus on the following for 23-24:

1. Implementation of the newly adopted ELA and Math Curriculum SAVVAS - curriculum mapping & lesson design with Literacy and Math coaches
2. Deep Implementation and expansion of HMH Read 180/System 44 Reading intervention to remediate learning loss and propel our English Learner literacy and SuccessMaker Math personalized math remediation.
3. School wide focus on writing and vocabulary expansion using Jane Schaffer Writing Program for multiple writing modalities across disciplines
4. Coaching for new and recently credentialed induction teachers.

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

# Goals and Actions

## Goal

Goal #	Description
2	Provide English Learners with the required skills to reach grade level standards/proficiency

An explanation of why the LEA has developed this goal.

OMI's English Learner students have experienced the greatest learning loss due to the COVID-19 pandemic. This goal was created to help bridge the gap between our English Learner students to other OMI students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Growth	English Learners ELPAC annual growth data (2019): 47.1%  English Learners ELPAC annual growth data (2021): 25.8%	English Learners ELPAC annual growth data (2022): 54% making progress toward English Language proficiency CA Dashboard: medium	English Learners ELPAC annual growth Data (2023): TBD		English Learners ELPAC annual growth data: 65%
Reclassification Rate	EL Reclassification Rate (2019-2020): 9%  EL Reclassification Rate (2020-2021): 5.5%	EL Reclassification Rate (2021-2022): 8% Fall 2022	EL Reclassification Rate (2022-2023) 8%		EL Reclassification Rate: 15%
EL Proficiency Level RenSTAR	RenSTAR (2020): English Language Arts (ELA): 9%	RenSTAR (January 2022): English Language Arts (ELA): 3.8%	RenSTAR (January 2023)		RenSTAR (2020): English Language Arts (ELA): 45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math (MA): 7% of EL students meet or exceeds the standard  RenSTAR (May 2021): English Language Arts (ELA): 5.1% Math (MA): 6.5% of EL students meet or exceeds the standard	Math (MA): 2.6% of EL students meet or exceeds the standard	EL 9-12 Grade level equivalency literacy - 5.2 EL 9-12 Math Grade level equivalency - 6.7		Math (MA): 40% of EL students meet or exceeds the standard
EL Meeting or exceeding standard on CAASPP	CAASPP (2019): English Language Arts (ELA): 8% Math (MA): 3%	CAASPP EL's (2022) met/exceed EL's in Math: 5.8% EL's in ELA: 5.8%	CAASPP EL's (2023) TBD		CAASPP (2024): English Language Arts (ELA): 35% Math (MA): 35%
RFEP students meeting annual goals on standards mastery and grade requirements	57% of RFEP students met annual goals on standards mastery and grade requirements	72% of RFEP students met annual goals on standards mastery and grade requirements	RFEP Annual Goals (2023): 90%		100% of RFEP students meet annual goals on standards mastery and grade requirements
CLAD/BCLAD certification from Commission on Teacher Credentialing	(2020-2021) 66% of teachers have CLAD/BCLAD Certification	(2021-2022) 81.3% of teachers have CLAD/BCLAD/ELA Certification	(2022-2023) 83% of teachers have CLAD/BCLAD/ELA certification		(2024) 100% of teachers have CLAD/BCLAD Certification

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure all EL students have access	Increasing the school supports for our ELD population who have experienced the greatest percentage of learning loss due to the Covid-19 Pandemic.	\$241,245.00	Yes

Action #	Title	Description	Total Funds	Contributing
	to Designated ELD time/courses			
<b>2.2</b>	Increase ELD training for all instructional staff to support English Learners	<p>Increase ELD training for all instructional staff to support English Learners.</p> <p>Support training and implementation of the updated EL Master Plan throughout the school. This includes a) criteria for EL identification; b) coordinating the administration of mandated EL assessments; c) coaching teachers to build capacity and provide direct supports to EL students; and d) professional learning opportunities focused on EL students.</p> <p>Provide all teachers with ELD support materials based on content courses.</p>	\$55,009.00	Yes
<b>2.3</b>	Ensure all teachers have CLAD or BCLAD certification according to credentialing information	<p>Audit current credentialing status and create pathways to certification for current employees.</p> <p>Increase outreach efforts to communicate with and secure employment from teachers with CLAD or BCLAD.</p>	\$6,000.00	Yes
<b>2.4</b>	Hire additional staff to support core and extended learning for EL students	<p>Hire 2.0 bilingual EL Aids for push-in support in classrooms and after school tutoring</p> <p>Continue funding EL Coordinator (25% of Student Services position)</p> <p>Provide stipend for EL Resource Teacher for PD, ELAC, ELPAC testing</p>	\$255,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Integrate Read 180/System 44 & JSWP into all designated ELD classes - add 100 more licenses to accommodate all ELD students and expand learning & tutoring opportunities in summer	Read 180 contributed to significant growth in reading scores in 22-23 by an average of 1-2 full grade level lexile bands. In order to maintain improvement goals and also expand access to more students based on incoming RenSTAR scores and increased enrollment levels, we will be expanding the Read 180 program.	\$192,500.00	Yes

## Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All planned actions achieved measurable progress and sustained activity all year.

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

Estimated actuals were nominal. No material difference between Budgeted expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Creating designated ELD sections in the master schedule and placing all EL's in ELD sections in addition to their ELA courses made a marked difference on the achievement of English Learners and the focus of English Learners in the instructional program. Two ELD teachers [one middle and one high school] were able to focus entirely on ELD supports, ELD standards and ELD curriculum w/ National Geographic and enrichment w/ Read 180/system 44 at the middle school level.

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

Due to the significant growth at the middle school level, it was determined that in 23-24 high school ELD courses would also blend Read 180/System 44 into the designated ELD time for maximum growth potential. It was determined that English Learner writing fluency would also benefit significantly [based on preliminary data in 22-23] from continued exposure and practice with our new intensive writing program -

Jane Schaffer Writing Program [JSWP]. JSWP, first developed successfully in the 1980's to aid low income and struggling students along the Southern CA border in Santee achieve passing scores on the College Board's Advanced Placement Literature and Composition exams, is a proven lynchpin for demystifying the writing process and opening up the college preparatory pathway for English Learners.

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



# Goals and Actions

## Goal

Goal #	Description
3	Create a safe, welcoming and inclusive campus environment for all cadets, their families and OMI personnel. Cadet promotion creates cadet leaders and the ability to handle enhanced leadership roles throughout the campus.

An explanation of why the LEA has developed this goal.

Student enrollment has declined over recent years. One possible reason may be due to the perception that the OMI campus is unsafe, unwelcoming and non-inclusive. Cadets should reach the rank of at least Sargent by the time they are Sophomores

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Parent Survey Results	(Baseline Winter 2021) 74.3% Parents are Satisfied or Very Satisfied with the school overall	(Baseline winter 2022) 74.3% Parents are Satisfied or Very Satisfied with the school overall	(Spring 2023) Parent Survey Satisfied w/ instruction: 81% Satisfied w/ safety: 86% Satisfied w/ communication: 91% Satisfied w/ conditions: 87%		85% Parents are Satisfied or Very Satisfied with the school overall
Annual Student Survey Results	66.5% Students are Satisfied or Very Satisfied with the school overall (Baseline Winter 2021)	66.5% Students are Satisfied or Very Satisfied with the school overall (Baseline)	(winter 2022) CA Healthy Kids Survey safety sadness		90% Students are Satisfied or Very Satisfied with the school overall

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement (committees, school events, parent meetings) Annually	20% Parents engaged in committees, school events, volunteers or parent meetings	10% Parents engaged in committees, school events, volunteers or parent meetings	Back to School Night 150+ 33% 4 events w/ 40+ parents. 10% Ave Grizzly Night attendance 25 5% *need better monitoring system for accountability		50% Parents engaged in committees, school events, volunteers or parent meetings
Annual Student Attrition	8% Student Attrition	(2021-2022) 17% Student Attrition	(2022-2023) Student Attrition Rate: 6.15%		3% Student Attrition
Suspension/Expulsion Rate	Suspension Rate (2019) 13.2%	Suspension Rate (2022) 8.3% suspended at least 1 day	(2022-2023) Suspension Rate: 3.5%		2% Suspension Rate
Average Daily Attendance Rate	95.04% ADA	90.3% ADA (2021-2022) 25% chronically truant	(2022-2023) 92% ADA		98% ADA
Annual School Application/Enrollment Target	91% of Available Seats Filled	82% Available Seats Filled	77% Available Seats Filled		100% Available Seats Filled
Cadet Leadership/CACC Promotions	CACC AGI Standard: C/SGT or higher: 50%	(2021-2022) C/SGT Sophomores: 22% C/SGT Juniors/Seniors 37%	(2022-2023) % of Cadets that are C/SGT or higher 10th: 27.3% 11th/12th: 54.5%		(2023-2024) C/SGT or Higher Sophomores : 50% C/SGT or Higher Juniors/Seniors 90%

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Implement School-wide Positive Behavioral Interventions and Supports through the BARR Initiative and grade level team coordination [ASGs - Academic Support Groups]	Our Academic Support Groups (ASG) are grade level teams that meet regularly to build cohesive culture through positive student relationships, coordinate behavior and academic interventions, further align interdisciplinary expectations, protocols and project-based learning and case manage students data analysis and multi-tiered systems of support. OMI will continue a 3-year contract with the BARR center to guide these efforts. Personnel from the BARR center will deliver professional Development to OMI staff in early August. The BARR center's focus is Building Assets, Reducing Risks.	\$65,000.00	Yes
3.2	Increase opportunities for parents to visit the OMI campus	Make OMI more inviting to all stakeholders by increasing opportunities for parents, guardians and community members to play an active role in activities and decision making on campus. Expand student leadership support by adding Activities Director stipend/6/5ths; add to activities budget for field trips and student events	\$64,221.00	Yes
3.3	Increase bilingual office staff ; reorganize office staffing chart to best support community relations & Identify and utilize parent liaison to increase direct communication with families	Bilingual Data Manager, Bilingual Assistant to the superintendent, bilingual registrar and attendance clerk and bilingual receptionist will all work together to create a welcoming environment for parents and communicate more effectively in outreach activities. Create a parent liaison stipends to encourage parent to parent supports and communication. The Parent Liaison will have direct access to Superintendent, Director of Teaching and Learning and the Commandant through scheduled monthly meetings.	\$10,000.00	Yes
3.4	Administer cadet and parent school culture surveys - CA Healthy Kids Survey	Administer CA Healthy Kids survey that addresses areas of campus safety, school culture, communication, teacher satisfaction etc. and provide time to analyze and use data to inform events & counseling services	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Ensure an effective cadet recruitment process	Revamp the OMI student recruitment process. Incorporate new innovative ideas on how OMI actively recruits new cadets. Upgrade the OMI website with the most current and relevant information. Make the school a more desirable place for students to enroll to get a first class education.	\$40,000.00	No
3.6	Create comprehensive and sustainable systems within the school to ensure the safety, welfare and academic success of all students	Ensure that all day to day operational aspects of running a school are functioning at full capacity. Ensure all academic and social-emotional needs are being met for all OMI students.	\$467,426.00	Yes
3.7	Create Leadership/ CACC promotions within the cadet ranks to ensure sufficient number of cadets are qualified to fill cadet leadership positions throughout the campus	Ensure that cadets are actively preparing themselves for upper rank mobility. Including completion of all criteria which will enable the cadet to promote to the next highest rank.		Yes
3.8	Reorganize counseling department services to add Middle School focused academic and mental health counselor and middle school wellness center with interns		\$5,000.00	

Action #	Title	Description	Total Funds	Contributing
	that double as paras and bilingual aides			

## Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Rather than a packaged "PBIS" program, OMI chose to integrate PBIS goals into the Academic Support Groups [grade level teams] using the BARR framework for training and support. BARR focused more on MTSS, student data collection and analysis and relationship building in the classroom rather than a traditional PBIS program that would focus on targeted behaviors and a matrix of incentives and tracking systems. Additionally, rather than add a specific position called Parent Liaison for one point of contact to parents, we focused on expanding our bilingual staff and broadening community and parent communication from multiple points of contact in our main office and within our military cadre.

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

Recruitment efforts proved far more expensive and required outside donor funding from the Board. Additionally, because certain planned expenditures were not coded correctly certain expenditures were funded from difference resource centers.

An explanation of how effective the specific actions were in making progress toward the goal.

Several specific actions helped to improve our school culture and climate. Adding a mental health counselor and an college and career counselor helped address student needs in two critical areas identified - mental health and student access to college application, scholarship, fafsa and college visitation experiences. Additionally, BARR was effective in providing structure and focus to grade level team meetings and action plans. And, our regularly held Grizzly Family Nights, which embedded ELAC, School Site Counsel and the Cadet Parent Alliance, provided a regular predictable gathering place for school staff to distribute and discuss information about school functions and for parents begin to provide leadership ongoing input and perspective to school leaders on services, activities and LCAP goals developed for school improvement.

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

Middle school focused counseling, wellness and leadership is a redefined goal based on reflections, observations, data and lagging outcomes for middle school during the 22-23 school year. Additionally, our fall 2022 Williams visit identified an additional bathroom need that will shift facilities funding. And, even as universal free breakfast and lunch funding draws down, due to our majority food insecure population, OMI feels the need to continue to provide universal access to breakfast and lunch.

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

# Goals and Actions

## Goal

Goal #	Description
4	Bolster leadership capacity at the school for substantial and sustainable academic improvement over time

An explanation of why the LEA has developed this goal.

Leadership efficacy, leadership stability and leadership inexperience has been identified by multiple indicators - CCEE's study, WASC Self-Study and Visitation Committee recommendation and informal feedback from the governing board, staff and parents. This goal was recommended and commended by the WASC Visiting Committee who granted OMI a full 6-year accreditation status and by the California Collaborative for Excellence in Education (CCEE) as a lynch pin for success in the previous 3 goals in the WASC Action Plan, the SIR and the LCAP.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall Staff satisfaction with leadership					
Overall Parent/Student satisfaction with school and leadership					
Governing Board Superintendent Evaluation					
Overall tenure of management team					
Staff Retention average					

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Organization chart identifying areas of leadership responsibility	Build an functional organization chart that effectively represents leadership areas of responsibility and the most productive and constructive integration of our military cadre leadership role. Additionally, build an organizational chart to show the revised functionality of the fiscal services department.		No
4.2	Leadership Training and expertise	Build leadership capacity by hiring experienced leaders and providing training and mentoring to build capacity of our current and aspiring leaders. Schedule leadership retreat to build cohesion, positive relationships and a sense of team and common mission and vision.	\$20,000.00	No

## Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

This is a new goal for 23-24.

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

This is a new goal for 23-24

An explanation of how effective the specific actions were in making progress toward the goal.

This is a new goal for 23-24

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



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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,487,003.00	0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.21%	0.00%	\$0.00	23.21%

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

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

OMI is a single school LEA with a student population that fluctuates between 67 and 77% socio-economically disadvantaged and 34% English learners. The goals created under this LCAP are targeted to support these large populations of students within the school. One of the three goals (and related actions) in this plan specifically addresses the gaps in achievement of OMI's English learner population based on winter and spring standardized assessments.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

OMI has a high student population that fall into at least two of the three categories. The goals were created to meet the needs of these students. Specifically over half of our Hispanic students are English learners. Our Hispanic students suffered the greatest amount of learning loss due to the pandemic. Goal # 2 was created to provide extra supports and resources to our English Learners. 88% of our students have been identified as low income. We believe the percentage is higher than what is documented so all three goals were created for the benefit of our foster youth. Specifically goal number three which was created to help families engage and connect with the school. 94.44 of the students that meet all three criteria are Hispanic. Although the goals were created to support academic achievement of all students. Adding

the extra supports and resources we expect to see all of our students experience some level of academic success. We expect students who meet the above criteria to experience the same levels of achievement and successes as their counterparts.

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

Additional concentration grant add-on funding will be utilized for additional afterschool tutors and for instructional aides, specifically for English Learners.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:33
Staff-to-student ratio of certificated staff providing direct services to students		1:12

**2023-24 Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,402,464.00	\$288,567.00		\$272,308.00	\$1,963,339.00	\$1,144,839.00	\$818,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Add Director of Teaching and Learning position to replace consultants and Conduct daily formal and informal classroom observations	English Learners Foster Youth Low Income	\$162,862.00				\$162,862.00
1	1.2	Contract with Core Instructional Coaches to continue intensive coaching focus on ELA and Math and middle school teachers.	English Learners Foster Youth Low Income	\$0.00			\$145,000.00	\$145,000.00
1	1.3	Continue heavily scaffolded school wide writing program implementation [JSWP]	English Learners English Learners Foster Youth Low Income		\$34,000.00			\$34,000.00
1	1.4	Teachers will be supported to continue to implement Common Core Standards Based Curriculum in core subject areas. This support includes training on instructional materials, coaching and classroom equipment necessary	All	\$70,000.00				\$70,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		for deep implementation.						
1	1.5	Ensure high quality instructional technology equipment, training, and learning platforms to support instruction	English Learners	\$82,000.00				\$82,000.00
1	1.6	Continue supporting the Induction Program and coaching required for our newly credentialed civilian and military teaching staff.	English Learners	\$46,000.00				\$46,000.00
2	2.1	Ensure all EL students have access to Designated ELD time/courses	English Learners Foster Youth Low Income	\$163,937.00			\$77,308.00	\$241,245.00
2	2.2	Increase ELD training for all instructional staff to support English Learners	English Learners Foster Youth Low Income	\$24,687.00	\$30,322.00			\$55,009.00
2	2.3	Ensure all teachers have CLAD or BCLAD certification according to credentialing information	English Learners	\$6,000.00				\$6,000.00
2	2.4	Hire additional staff to support core and extended learning for EL students	English Learners	\$134,331.00	\$120,745.00			\$255,076.00
2	2.5	Integrate Read 180/System 44 & JSWP into all designated ELD classes - add 100 more licenses to accommodate all ELD	English Learners Foster Youth Low Income	\$89,000.00	\$103,500.00			\$192,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		students and expand learning & tutoring opportunities in summer						
3	3.1	Implement School-wide Positive Behavioral Interventions and Supports through the BARR Initiative and grade level team coordination [ASGs - Academic Support Groups]	English Learners Foster Youth Low Income	\$15,000.00			\$50,000.00	\$65,000.00
3	3.2	Increase opportunities for parents to visit the OMI campus	English Learners Foster Youth Low Income	\$64,221.00				\$64,221.00
3	3.3	Increase bilingual office staff ; reorganize office staffing chart to best support community relations & Identify and utilize parent liaison to increase direct communication with families	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
3	3.4	Administer cadet and parent school culture surveys - CA Healthy Kids Survey	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
3	3.5	Ensure an effective cadet recruitment process	All	\$40,000.00				\$40,000.00
3	3.6	Create comprehensive and sustainable systems within the school to ensure the safety, welfare and academic success of all students	English Learners Foster Youth Low Income	\$467,426.00				\$467,426.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.7	Create Leadership/ CACC promotions within the cadet ranks to ensure sufficient number of cadets are qualified to fill cadet leadership positions throughout the campus	English Learners Foster Youth Low Income					
3	3.8	Reorganize counseling department services to add Middle School focused academic and mental health counselor and middle school wellness center with interns that double as paras and bilingual aides	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
4	4.1	Organization chart identifying areas of leadership responsibility	All					
4	4.2	Leadership Training and expertise	All	\$20,000.00				\$20,000.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,405,561.00	1,487,003.00	23.21%	0.00%	23.21%	\$1,267,464.00	0.00%	19.79 %	<b>Total:</b>	\$1,267,464.00
								<b>LEA-wide Total:</b>	\$1,104,602.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$162,862.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Add Director of Teaching and Learning position to replace consultants and Conduct daily formal and informal classroom observations	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$162,862.00	
1	1.2	Contract with Core Instructional Coaches to continue intensive coaching focus on ELA and Math and middle school teachers.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.3	Continue heavily scaffolded school wide writing program implementation [JSWP]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	Ensure high quality instructional technology equipment, training, and learning platforms to support instruction	Yes	LEA-wide	English Learners	All Schools	\$82,000.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Continue supporting the Induction Program and coaching required for our newly credentialed civilian and military teaching staff.	Yes	LEA-wide	English Learners	All Schools	\$46,000.00	
2	2.1	Ensure all EL students have access to Designated ELD time/courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,937.00	
2	2.2	Increase ELD training for all instructional staff to support English Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,687.00	
2	2.3	Ensure all teachers have CLAD or BCLAD certification according to credentialing information	Yes	LEA-wide	English Learners	All Schools	\$6,000.00	
2	2.4	Hire additional staff to support core and extended learning for EL students	Yes	LEA-wide	English Learners	All Schools	\$134,331.00	
2	2.5	Integrate Read 180/System 44 & JSWP into all designated ELD classes - add 100 more licenses to accommodate all ELD students and expand learning & tutoring opportunities in summer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,000.00	
3	3.1	Implement School-wide Positive Behavioral Interventions and Supports through the BARR Initiative and grade level team coordination [ASGs - Academic Support Groups]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
3	3.2	Increase opportunities for parents to visit the OMI campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$64,221.00	
3	3.3	Increase bilingual office staff ; reorganize office	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		staffing chart to best support community relations & Identify and utilize parent liaison to increase direct communication with families			Low Income			
3	3.4	Administer cadet and parent school culture surveys - CA Healthy Kids Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
3	3.6	Create comprehensive and sustainable systems within the school to ensure the safety, welfare and academic success of all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$467,426.00	
3	3.7	Create Leadership/ CACC promotions within the cadet ranks to ensure sufficient number of cadets are qualified to fill cadet leadership positions throughout the campus	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.8	Reorganize counseling department services to add Middle School focused academic and mental health counselor and middle school wellness center with interns that double as paras and bilingual aides			English Learners Foster Youth Low Income	middle school	\$5,000.00	

**2022-23 Annual Update Table**

<b>Totals</b>	<b>Last Year's Total Planned Expenditures (Total Funds)</b>	<b>Total Estimated Expenditures (Total Funds)</b>
<b>Totals</b>	\$1,833,465.56	\$0.00

<b>Last Year's Goal #</b>	<b>Last Year's Action #</b>	<b>Prior Action/Service Title</b>	<b>Contributed to Increased or Improved Services?</b>	<b>Last Year's Planned Expenditures (Total Funds)</b>	<b>Estimated Actual Expenditures (Input Total Funds)</b>
1	1.1	Conduct daily formal and informal classroom observations	No	\$112,492.00	
1	1.2	Identify in-house mentor teachers	Yes	\$15,800.00	
1	1.3	Require mandatory professional development relevant to individual teacher needs.	Yes	\$126,372.56	
1	1.4	Create a comprehensive teacher evaluation process	No	\$15,263.00	
1	1.5	Ensure high quality instructional technology equipment, training, and learning platforms to support instruction	Yes	\$74,585.00	
1	1.6	Engage comprehensive training for teachers to develop rigorous, relevant and engaging lessons, including program instructional materials	Yes	\$70,000.00	
1	1.7	Provide school-wide AVID training to instructional staff across all content areas	Yes	\$214,050.00	
2	2.1	Ensure all EL students have access to Designated ELD courses	Yes	\$122,047.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Increase ELD training for all instructional staff to support English Learners	Yes	\$55,009.00	
2	2.3	Ensure all teachers have CLAD or BCLAD certification according to credentialing information	Yes	\$6,000.00	
2	2.4	Hire additional staff to support core and extended learning for EL students	Yes	\$168,822.00	
2	2.5	Provide Targeted Academic support to EL students	Yes	\$287,263.00	
3	3.1	Implement School-wide Positive Behavioral Interventions and Supports (PBIS) program	Yes	\$60,000.00	
3	3.2	Increase opportunities for parents to visit the OMI campus	Yes	\$5,000.00	
3	3.3	Identify and utilize parent liaison to increase direct communication with families	Yes	\$5,000.00	
3	3.4	Administer cadet and parent school culture surveys	Yes	\$2,000.00	
3	3.5	Ensure an effective cadet recruitment process	No	\$40,000.00	
3	3.6	Create comprehensive and sustainable systems within the school to ensure the safety, welfare and academic success of all students	Yes	\$453,762.00	
3	3.7	Create Leadership/ CACC promotions within the cadet ranks to ensure sufficient number of cadets are qualified to fill cadet leadership positions throughout the campus	Yes		

### 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$1,549,359.56	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Identify in-house mentor teachers	Yes	\$15,800.00			
1	1.3	Require mandatory professional development relevant to individual teacher needs.	Yes	\$109,372.56			
1	1.5	Ensure high quality instructional technology equipment, training, and learning platforms to support instruction	Yes	\$60,000.00			
1	1.6	Engage comprehensive training for teachers to develop rigorous, relevant and engaging lessons, including program instructional materials	Yes	\$60,000.00			
1	1.7	Provide school-wide AVID training to instructional staff across all content areas	Yes	\$202,800.00			
2	2.1	Ensure all EL students have access to Designated ELD courses	Yes	\$122,047.00			
2	2.2	Increase ELD training for all instructional staff to support English Learners	Yes	\$55,009.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Ensure all teachers have CLAD or BCLAD certification according to credentialing information	Yes	\$6,000.00			
2	2.4	Hire additional staff to support core and extended learning for EL students	Yes	\$151,000.00			
2	2.5	Provide Targeted Academic support to EL students	Yes	\$273,263.00			
3	3.1	Implement School-wide Positive Behavioral Interventions and Supports (PBIS) program	Yes	\$55,000.00			
3	3.2	Increase opportunities for parents to visit the OMI campus	Yes	\$5,000.00			
3	3.3	Identify and utilize parent liaison to increase direct communication with families	Yes	\$5,000.00			
3	3.4	Administer cadet and parent school culture surveys	Yes	\$2,000.00			
3	3.6	Create comprehensive and sustainable systems within the school to ensure the safety, welfare and academic success of all students	Yes	\$427,068.00			
3	3.7	Create Leadership/ CACC promotions within the cadet ranks to ensure sufficient number of cadets are qualified to fill cadet leadership positions throughout the campus	Yes				

**2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,226,881		0	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).



The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

**Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

**Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated



Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55 percent:** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)



- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.



- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022

## 2023-24 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Oakland Military Institute, College Preparatory Academy
<b>CDS Code:</b>	01612590130617
<b>LEA Contact Information:</b>	Name: Dr. Mary E. Streshly Position: Superintendent Email: mstreshly@omiacademy.org Phone: (510) 594-3992
<b>Coming School Year:</b>	2023-24
<b>Current School Year:</b>	2022-23

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2023-24 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$7,169,983
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,549,025
<b>All Other State Funds</b>	\$2,281,291
<b>All Local Funds</b>	\$50,000
<b>All federal funds</b>	\$892,931
<b>Total Projected Revenue</b>	\$10,394,205

<b>Total Budgeted Expenditures for the 2023-24 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$10,440,928
<b>Total Budgeted Expenditures in the LCAP</b>	\$2,338,378
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,285,748
<b>Expenditures not in the LCAP</b>	\$8,102,550

<b>Expenditures for High Needs Students in the 2022-23 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,410,560
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$1,410,560

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2023-24 Difference in Projected Funds and Budgeted Expenditures</b>	-\$263,277
<b>2022-23 Difference in Budgeted and Actual Expenditures</b>	\$0

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Expenditures not included in the LCAP are those for mandatory requirements, certificated and classified staff, utilities, contracts for services, training, technology upgrade, kitchen upgrade, after-school costs, meals and staff for nutrition services, expenses paid from the National Guard fund, and other costs involved in educating students and running the school.
<b>The amount budgeted to increase or improve services for high needs</b>	The LEA also provides: BART tickets for student transportation; BART tickets and other expenses for field trips to keep students engaged and

<p><b>students in the 2023-24 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2023-24. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</b></p>	<p>allow for learning outside of the classroom setting; a variety of athletics to help improve attendance, engage students, and provide a safe place after school; an instructional data coach to assist staff in using data to identify areas students need help in; and a 0.80 FTE middle school math teacher to keep small class sizes. This \$261,048 in expenditures is paid from LCFF funds.</p>
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## LCFF Budget Overview for Parents

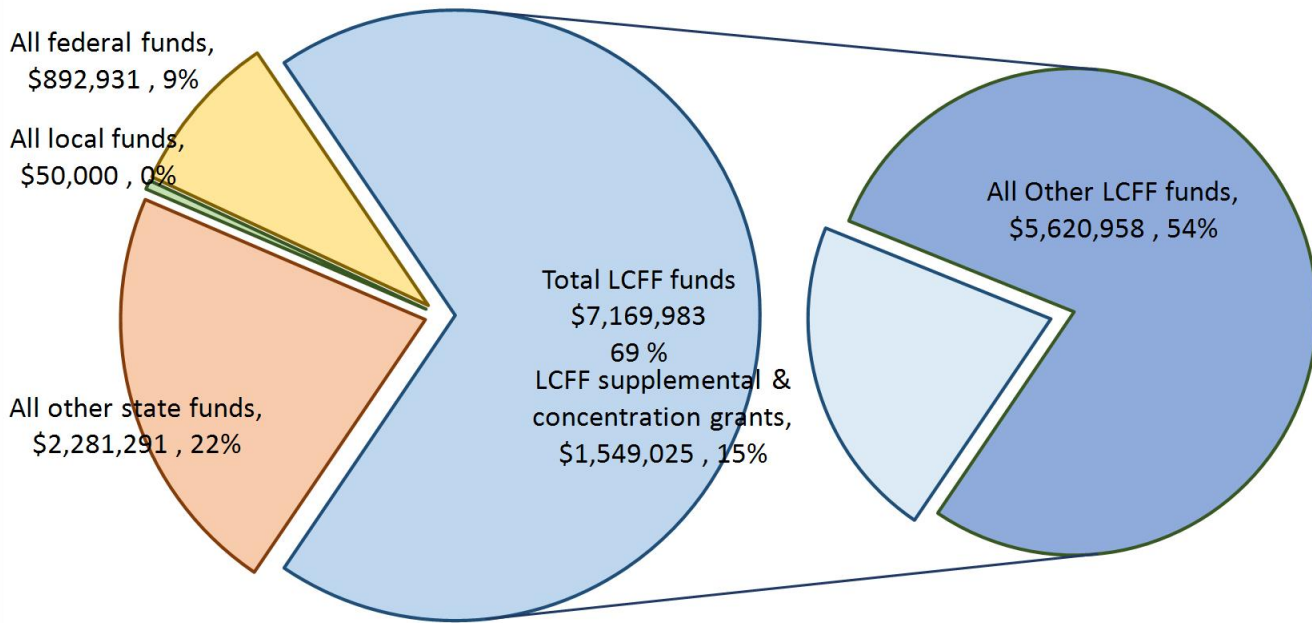
Local Educational Agency (LEA) Name: Oakland Military Institute, College Preparatory Academy  
CDS Code: 01612590130617  
School Year: 2023-24  
LEA contact information:  
Dr. Mary E. Streshly  
Superintendent  
mstreshly@omiacademy.org  
(510) 594-3992

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

### **Budget Overview for the 2023-24 School Year**



## Projected Revenue by Fund Source

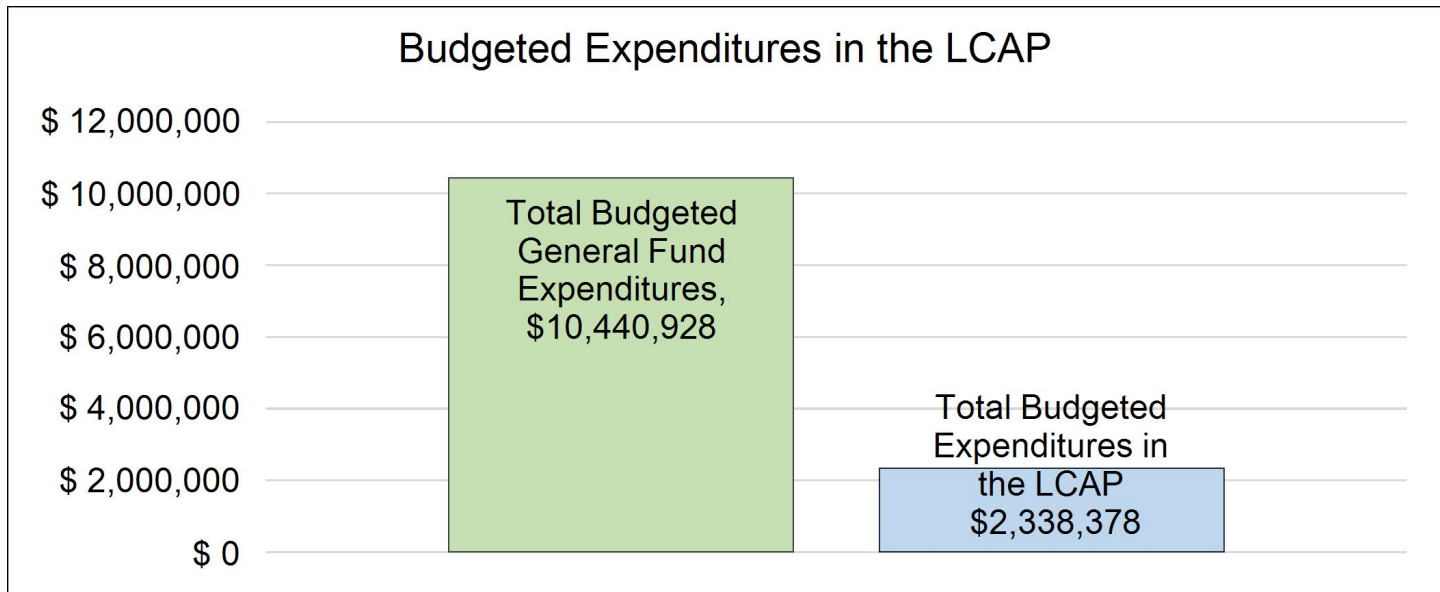


This chart shows the total general purpose revenue Oakland Military Institute, College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Military Institute, College Preparatory Academy is \$10,394,205, of which \$7,169,983 is Local Control Funding Formula (LCFF), \$2,281,291 is other state funds, \$50,000 is local funds, and \$892,931 is federal funds. Of the \$7,169,983 in LCFF Funds, \$1,549,025 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oakland Military Institute, College Preparatory Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oakland Military Institute, College Preparatory Academy plans to spend \$10,440,928 for the 2023-24 school year. Of that amount, \$2,338,378 is tied to actions/services in the LCAP and \$8,102,550 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP are those for mandatory requirements, certificated and classified staff, utilities, contracts for services, training, technology upgrade, kitchen upgrade, after-school costs, meals and staff for nutrition services, expenses paid from the National Guard fund, and other costs involved in educating students and running the school.

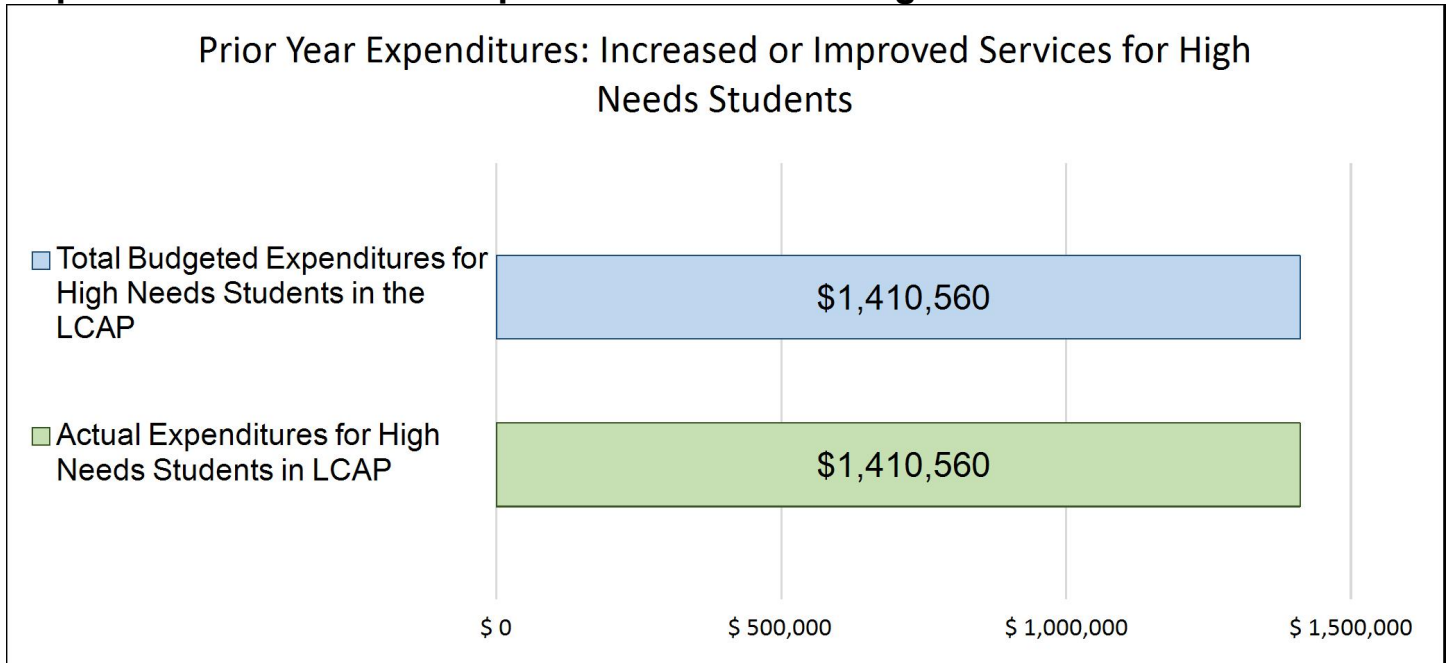
### Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Oakland Military Institute, College Preparatory Academy is projecting it will receive \$1,549,025 based on the enrollment of foster youth, English learner, and low-income students. Oakland Military Institute, College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Military Institute, College Preparatory Academy plans to spend \$1,285,748 towards meeting this requirement, as described in the LCAP.

The LEA also provides: BART tickets for student transportation; BART tickets and other expenses for field trips to keep students engaged and allow for learning outside of the classroom setting; a variety of athletics to help improve attendance, engage students, and provide a safe place after school; an instructional data coach to assist staff in using data to identify areas students need help in; and a 0.80 FTE middle school math teacher to keep small class sizes. This \$261,048 in expenditures is paid from LCFF funds.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Oakland Military Institute, College Preparatory Academy's LCAP budgeted \$1,410,560 for planned actions to increase or improve services for high needs students. Oakland Military Institute, College Preparatory Academy actually spent \$1,410,560 for actions to increase or improve services for high needs students in 2022-23.

# Coversheet

## 2023-2024 Board Dates

**Section:** VII. Action Items  
**Item:** A. 2023-2024 Board Dates  
**Purpose:**  
**Submitted by:** Mary Streshly  
**Related Material:** Board Meeting Dates 2023-2024.pdf

### BACKGROUND:

These are the proposed board meeting dates for the 2023-2024 academic year based on the guidance the OMI staff received from the Board of Directors at the May 11, 2023 regular board meeting. All Board Meetings will be held the second Thursday of each month, unless there is a holiday, starting at 4:15pm.

### RECOMMENDATION:

The OMI staff ask the board to approve the dates listed as the official dates for board meetings for 2023-2024 academic year.



**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

3911 Lusk Street | Oakland, CA 94608 | 510 594 3900 | oakmil.org

**2023-2024 Academic School Year  
Board Meeting Dates**

*All Meetings start at 4:15pm, unless otherwise noted.*

**August 10, 2023 Regular Board Meeting**

**September 14, 2023 Regular Board Meeting**

**November 16, 2023 Regular Board Meeting**

**December 14, 2023 Regular Board Meeting**

**February 15, 2024 Regular Board Meeting**

**March 14, 2024 Regular Board Meeting**

**May 16, 2024 Regular Board Meeting**

**May 30, 2024 Regular Board Meeting**

**June 13, 2024 Regular Board Meeting**

# Coversheet

## Approve Form 990 + California Tax Return

**Section:** VII. Action Items  
**Item:** B. Approve Form 990 + California Tax Return  
**Purpose:**  
**Submitted by:**  
**Related Material:** OMI FY22 990 & CA TAX draft 6.5.23.pdf

CLIFTONLARSONALLEN LLP  
2210 EAST ROUTE 66  
GLENORA, CA 91740

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3877 LUSK STREET  
OAKLAND, CA 94608

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CLIENT 'S COPY

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CliftonLarsonAllen LLP  
CLAconnect.com

June 5, 2023

Oakland Military Institute  
COLLEGE PREPARATORY ACADEMY  
3877 Lusk Street  
Oakland, CA 94608

Oakland Military Institute COLLEGE PREPARATORY ACADEMY:

Enclosed is the organization's 2021 Exempt Organization return.

Specific filing instructions are as follows.

### **FORM 990 RETURN:**

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-TE to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-TE to us as soon as possible, but no later than as soon as possible the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

### **CALIFORNIA FORM 199 RETURN:**

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

### **A few final reminders relating to your tax return filings:**

- There are substantial penalties for failure to properly disclose and report foreign financial accounts and foreign activity. Please make sure you have informed us of any foreign financial accounts or foreign activity so that we have the necessary information to complete any required disclosures or filings.
- Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. Please contact us if you have any questions or concerns.
- We recommend you keep a paper or electronic copy of your tax returns permanently. Supporting documentation should be kept for a minimum of seven years based on IRS guidance.

CLA exists to create opportunities – for our clients, our people, and our communities. We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If we can assist you in making strategic, informed decisions in areas of tax or beyond, please contact us as questions arise throughout the year.

Sincerely,

CliftonLarsonAllen LLP

DRAFT



CliftonLarsonAllen LLP  
CLAconnect.com

**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

**FORM 990 INCOME TAX RETURN**

**FOR YEAR ENDED JUNE 30, 2022**

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\*\*\*\*\* THIS IS NOT A FILEABLE COPY \*\*\*\*\*

**IRS e-file Signature Authorization for a Tax Exempt Entity**

OMB No. 1545-0047

Form **8879-TE**

For calendar year 2021, or fiscal year beginning JUL 1, 2021, and ending JUN 30, 2022

**2021**

Department of the Treasury  
Internal Revenue Service

▶ **Do not send to the IRS. Keep for your records.**

▶ **Go to [www.irs.gov/Form8879TE](http://www.irs.gov/Form8879TE) for the latest information.**

Name of filer **OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

EIN or SSN  
**91-2073068**

Name and title of officer or person subject to tax **DR MARY STRESHLY  
SUPERINTENDENT**

**Part I Type of Return and Return Information**

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not complete more than one line in Part I.**

<b>1a</b> Form 990 check here <input checked="" type="checkbox"/>	<b>b Total revenue</b> , if any (Form 990, Part VIII, column (A), line 12) .....	<b>1b</b> <u>9,250,625.</u>
<b>2a</b> Form 990-EZ check here <input type="checkbox"/>	<b>b Total revenue</b> , if any (Form 990-EZ, line 9) .....	<b>2b</b> _____
<b>3a</b> Form 1120-POL check here <input type="checkbox"/>	<b>b Total tax</b> (Form 1120-POL, line 22) .....	<b>3b</b> _____
<b>4a</b> Form 990-PF check here <input type="checkbox"/>	<b>b Tax based on investment income</b> (Form 990-PF, Part V, line 5) .....	<b>4b</b> _____
<b>5a</b> Form 8868 check here <input type="checkbox"/>	<b>b Balance due</b> (Form 8868, line 3c) .....	<b>5b</b> _____
<b>6a</b> Form 990-T check here <input type="checkbox"/>	<b>b Total tax</b> (Form 990-T, Part III, line 4) .....	<b>6b</b> _____
<b>7a</b> Form 4720 check here <input type="checkbox"/>	<b>b Total tax</b> (Form 4720, Part III, line 1) .....	<b>7b</b> _____
<b>8a</b> Form 5227 check here <input type="checkbox"/>	<b>b FMV of assets at end of tax year</b> (Form 5227, Item D) .....	<b>8b</b> _____
<b>9a</b> Form 5330 check here <input type="checkbox"/>	<b>b Tax due</b> (Form 5330, Part II, line 19) .....	<b>9b</b> _____
<b>10a</b> Form 8038-CP check here <input type="checkbox"/>	<b>b Amount of credit payment requested</b> (Form 8038-CP, Part III, line 22) .....	<b>10b</b> _____

**Part II Declaration and Signature Authorization of Officer or Person Subject to Tax**

Under penalties of perjury, I declare that  I am an officer of the above entity or  I am a person subject to tax with respect to (name of entity) \_\_\_\_\_, (EIN) \_\_\_\_\_ and that I have examined a copy of the 2021 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

**PIN: check one box only**

I authorize CLIFTONLARSONALLEN LLP to enter my PIN 17070  
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax **\*\*\*\*\* THIS IS NOT A FILEABLE COPY \*\*\*\*\*** Date ▶ \_\_\_\_\_

**Part III Certification and Authentication**

**ERO's EFIN/PIN.** Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

9540525902

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2021 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ WADE MCMULLEN Date ▶ 06/05/23

**ERO Must Retain This Form - See Instructions  
Do Not Submit This Form to the IRS Unless Requested To Do So**

LHA For Privacy act and Paperwork Reduction Act Notice, see instructions.

Form **8879-TE** (2021)

Form **990**

**Return of Organization Exempt From Income Tax**  
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

OMB No. 1545-0047

**2021**

Open to Public Inspection

Department of the Treasury  
Internal Revenue Service

Do not enter social security numbers on this form as it may be made public.  
Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

**A** For the 2021 calendar year, or tax year beginning **JUL 1, 2021** and ending **JUN 30, 2022**

<b>B</b> Check if applicable:  <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	<b>C</b> Name of organization <b>OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY</b> Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite <b>3877 LUSK STREET</b> City or town, state or province, country, and ZIP or foreign postal code <b>OAKLAND, CA 94608</b> <b>F</b> Name and address of principal officer: <b>DR. MARY STRESHLY SAME AS C ABOVE</b>	<b>D</b> Employer identification number  <b>91-2073068</b> <b>E</b> Telephone number  <b>510-594-3900</b> <b>G</b> Gross receipts \$ <b>9,250,625.</b> <b>H(a)</b> Is this a group return for subordinates? ..... <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>H(b)</b> Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions <b>H(c)</b> Group exemption number ▶
<b>I</b> Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) ( ) ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
<b>J</b> Website: ▶ <b>WWW.OAKMIL.ORG</b>		
<b>K</b> Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		
		<b>L</b> Year of formation: <b>2000</b>
		<b>M</b> State of legal domicile: <b>CA</b>

**Part I Summary**

	<b>1</b>	Briefly describe the organization's mission or most significant activities: <b>OAKLAND MILITARY INSTITUTE IS A CHARTER SCHOOL WHOSE MISSION IS TO PROVIDE A STRUCTURED &amp; RIGOROUS</b>		
	<b>2</b>	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
<b>Activities &amp; Governance</b>	<b>3</b>	Number of voting members of the governing body (Part VI, line 1a)	<b>3</b>	<b>6</b>
	<b>4</b>	Number of independent voting members of the governing body (Part VI, line 1b)	<b>4</b>	<b>6</b>
	<b>5</b>	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	<b>5</b>	<b>97</b>
	<b>6</b>	Total number of volunteers (estimate if necessary)	<b>6</b>	<b>7</b>
	<b>7a</b>	Total unrelated business revenue from Part VIII, column (C), line 12	<b>7a</b>	<b>0.</b>
	<b>7b</b>	Net unrelated business taxable income from Form 990-T, Part I, line 11	<b>7b</b>	<b>0.</b>
	<b>Revenue</b>	<b>8</b>	Contributions and grants (Part VIII, line 1h)	<b>Prior Year</b>
<b>9</b>		Program service revenue (Part VIII, line 2g)	<b>11,492,967.</b>	<b>9,254,934.</b>
<b>10</b>		Investment income (Part VIII, column (A), lines 3, 4, and 7d)	<b>0.</b>	<b>0.</b>
<b>11</b>		Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	<b>21,933.</b>	<b>-4,309.</b>
<b>12</b>		Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	<b>11,514,900.</b>	<b>9,250,625.</b>
<b>Expenses</b>		<b>13</b>	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	<b>0.</b>
	<b>14</b>	Benefits paid to or for members (Part IX, column (A), line 4)	<b>0.</b>	<b>0.</b>
	<b>15</b>	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	<b>5,107,458.</b>	<b>5,013,564.</b>
	<b>16a</b>	Professional fundraising fees (Part IX, column (A), line 11e)	<b>0.</b>	<b>0.</b>
	<b>b</b>	Total fundraising expenses (Part IX, column (D), line 25) ▶ <b>0.</b>		
	<b>17</b>	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	<b>3,198,227.</b>	<b>3,946,297.</b>
	<b>18</b>	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	<b>8,305,685.</b>	<b>8,959,861.</b>
	<b>19</b>	Revenue less expenses. Subtract line 18 from line 12	<b>3,209,215.</b>	<b>290,764.</b>
<b>Net Assets or Fund Balances</b>	<b>20</b>	Total assets (Part X, line 16)	<b>Beginning of Current Year</b>	<b>End of Year</b>
	<b>21</b>	Total liabilities (Part X, line 26)	<b>13,208,576.</b>	<b>14,290,406.</b>
	<b>22</b>	Net assets or fund balances. Subtract line 21 from line 20	<b>2,351,186.</b>	<b>3,142,252.</b>
			<b>10,857,390.</b>	<b>11,148,154.</b>

**Part II Signature Block**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	Signature of officer <b>DR. MARY STRESHLY, SUPERINTENDENT</b> Type or print name and title	Date
<b>Paid Preparer Use Only</b>	Print/Type preparer's name <b>WADE MCMULLEN</b>	Preparer's signature <b>WADE MCMULLEN</b>
	Date <b>06/05/23</b>	Check if self-employed <input type="checkbox"/> PTIN <b>P00541671</b>
	Firm's name ▶ <b>CLIFTONLARSONALLEN LLP</b>	Firm's EIN ▶ <b>41-0746749</b>
	Firm's address ▶ <b>2210 EAST ROUTE 66 GLENORA, CA 91740</b>	Phone no. (626) <b>857-7300</b>

May the IRS discuss this return with the preparer shown above? See instructions  Yes  No

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Form 990 (2021)

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission:  
OAKLAND MILITARY INSTITUTE IS A CHARTER SCHOOL WHOSE MISSION IS TO  
PROVIDE A STRUCTURED & RIGOROUS ACADEMIC PROGRAM WHERE ALL CADETS  
DEVELOP AS LEADERS, SCHOLARS, CRITICAL THINKERS AND CITIZENS.

2 Did the organization undertake any significant program services during the year which were not listed on the  
prior Form 990 or 990-EZ?  Yes  No  
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services?  Yes  No  
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.  
Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and  
revenue, if any, for each program service reported.

4a (Code: ) (Expenses \$ 7,867,556. including grants of \$ ) (Revenue \$ )  
OAKLAND MILITARY INSTITUTE PROVIDED ACADEMIC INSTRUCTION TO  
APPROXIMATELY 544 STUDENTS IN THE 6TH THROUGH 12TH GRADES. THE  
CURRICULUM INCLUDED INTENSIVE INSTRUCTION IN MATH, LANGUAGE ARTS,  
SOCIAL STUDIES, SCIENCE, PHYSICAL EDUCATION AND ART. IN ADDITION,  
STUDENTS PARTICIPATED IN DRILL AND CEREMONY AND LEADERSHIP TRAINING  
PROVIDED BY THE CALIFORNIA NATIONAL GUARD.

4b (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

4c (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

4d Other program services (Describe on Schedule O.)  
(Expenses \$ including grants of \$ ) (Revenue \$ )

4e Total program service expenses 7,867,556.

**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

Form 990 (2021)

91-2073068 Page 3

**Part IV Checklist of Required Schedules**

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i> .....	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions .....		X
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i> .....		X
4 <b>Section 501(c)(3) organizations.</b> Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i> .....		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i> .....		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i> .....		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i> .....		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i> .....		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i> .....		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i> .....		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i> .....	X	
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i> .....		X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i> .....		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i> .....		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i> .....		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i> .....	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i> .....	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i> .....		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i> .....	X	
14a Did the organization maintain an office, employees, or agents outside of the United States? .....		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i> .....		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i> .....		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i> .....		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I.</i> See instructions .....		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i> .....		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i> .....		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i> .....		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return? .....		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i> .....		X



**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

Form 990 (2021)

91-2073068 Page 4

**Part IV Checklist of Required Schedules** (continued)

	Yes	No
<b>22</b> Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i> .....		X
<b>23</b> Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i> .....	X	
<b>24a</b> Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i> .....		X
<b>b</b> Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception? .....		
<b>c</b> Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds? .....		
<b>d</b> Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year? .....		
<b>25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.</b> Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i> .....		X
<b>b</b> Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i> .....		X
<b>26</b> Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i> .....		X
<b>27</b> Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i> .....		X
<b>28</b> Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):		
<b>a</b> A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i> .....		X
<b>b</b> A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i> .....		X
<b>c</b> A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i> .....		X
<b>29</b> Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i> .....		X
<b>30</b> Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i> .....		X
<b>31</b> Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i> .....		X
<b>32</b> Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i> .....		X
<b>33</b> Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i> .....		X
<b>34</b> Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i> .....		X
<b>35a</b> Did the organization have a controlled entity within the meaning of section 512(b)(13)? .....		X
<b>b</b> If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....		
<b>36 Section 501(c)(3) organizations.</b> Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....		X
<b>37</b> Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i> .....		X
<b>38</b> Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? .....	X	

**Note:** All Form 990 filers are required to complete Schedule O

**Part V Statements Regarding Other IRS Filings and Tax Compliance**

Check if Schedule O contains a response or note to any line in this Part V

	Yes	No
<b>1a</b> Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable .....		
<b>b</b> Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable .....		
<b>c</b> Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners? .....	X	



OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Form 990 (2021)

**Part V** Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
<b>2a</b>	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return ..... <b>2a</b> 97		
<b>b</b>	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? ..... <b>2b</b> X	X	
<b>Note:</b> If the sum of lines 1a and 2a is greater than 250, you may be required to e-file. See instructions.			
<b>3a</b>	Did the organization have unrelated business gross income of \$1,000 or more during the year? ..... <b>3a</b>		X
<b>b</b>	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O ..... <b>3b</b>		
<b>4a</b>	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)? ..... <b>4a</b>		X
<b>b</b>	If "Yes," enter the name of the foreign country ▶ _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
<b>5a</b>	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? ..... <b>5a</b>		X
<b>b</b>	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction? ..... <b>5b</b>		X
<b>c</b>	If "Yes" to line 5a or 5b, did the organization file Form 8886-T? ..... <b>5c</b>		
<b>6a</b>	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions? ..... <b>6a</b>		X
<b>b</b>	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? ..... <b>6b</b>		
<b>7</b>	<b>Organizations that may receive deductible contributions under section 170(c).</b>		
<b>a</b>	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor? ..... <b>7a</b>		X
<b>b</b>	If "Yes," did the organization notify the donor of the value of the goods or services provided? ..... <b>7b</b>		
<b>c</b>	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282? ..... <b>7c</b>		X
<b>d</b>	If "Yes," indicate the number of Forms 8282 filed during the year ..... <b>7d</b>		
<b>e</b>	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? ..... <b>7e</b>		X
<b>f</b>	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? ..... <b>7f</b>		X
<b>g</b>	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required? ... <b>7g</b>		
<b>h</b>	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C? <b>7h</b>		
<b>8</b>	<b>Sponsoring organizations maintaining donor advised funds.</b> Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year? ..... <b>8</b>		
<b>9</b>	<b>Sponsoring organizations maintaining donor advised funds.</b>		
<b>a</b>	Did the sponsoring organization make any taxable distributions under section 4966? ..... <b>9a</b>		
<b>b</b>	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person? ..... <b>9b</b>		
<b>10</b>	<b>Section 501(c)(7) organizations.</b> Enter:		
<b>a</b>	Initiation fees and capital contributions included on Part VIII, line 12 ..... <b>10a</b>		
<b>b</b>	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities ..... <b>10b</b>		
<b>11</b>	<b>Section 501(c)(12) organizations.</b> Enter:		
<b>a</b>	Gross income from members or shareholders ..... <b>11a</b>		
<b>b</b>	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) ..... <b>11b</b>		
<b>12a</b>	<b>Section 4947(a)(1) non-exempt charitable trusts.</b> Is the organization filing Form 990 in lieu of Form 1041? <b>12a</b>		
<b>b</b>	If "Yes," enter the amount of tax-exempt interest received or accrued during the year ..... <b>12b</b>		
<b>13</b>	<b>Section 501(c)(29) qualified nonprofit health insurance issuers.</b>		
<b>a</b>	Is the organization licensed to issue qualified health plans in more than one state? ..... <b>13a</b>		
<b>Note:</b> See the instructions for additional information the organization must report on Schedule O.			
<b>b</b>	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans ..... <b>13b</b>		
<b>c</b>	Enter the amount of reserves on hand ..... <b>13c</b>		
<b>14a</b>	Did the organization receive any payments for indoor tanning services during the tax year? ..... <b>14a</b>		X
<b>b</b>	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O ..... <b>14b</b>		
<b>15</b>	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? ..... <b>15</b>		X
If "Yes," see the instructions and file Form 4720, Schedule N.			
<b>16</b>	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? ..... <b>16</b>		X
If "Yes," complete Form 4720, Schedule O.			
<b>17</b>	<b>Section 501(c)(21) organizations.</b> Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? ..... <b>17</b>		
If "Yes," complete Form 6069.			

**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

Form 990 (2021)

91-2073068 Page 6

**Part VI Governance, Management, and Disclosure.** For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

**Section A. Governing Body and Management**

		Yes	No
<b>1a</b>	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
<b>1b</b>	Enter the number of voting members included on line 1a, above, who are independent		
<b>2</b>	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
<b>3</b>	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
<b>4</b>	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
<b>5</b>	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
<b>6</b>	Did the organization have members or stockholders?		X
<b>7a</b>	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
<b>7b</b>	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
<b>8</b>	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
<b>8a</b>	The governing body?	X	
<b>8b</b>	Each committee with authority to act on behalf of the governing body?	X	
<b>9</b>	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O		X

**Section B. Policies** (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
<b>10a</b>	Did the organization have local chapters, branches, or affiliates?		X
<b>10b</b>	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
<b>11a</b>	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
<b>11b</b>	Describe on Schedule O the process, if any, used by the organization to review this Form 990.		
<b>12a</b>	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
<b>12b</b>	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
<b>12c</b>	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe on Schedule O how this was done	X	
<b>13</b>	Did the organization have a written whistleblower policy?	X	
<b>14</b>	Did the organization have a written document retention and destruction policy?	X	
<b>15</b>	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
<b>15a</b>	The organization's CEO, Executive Director, or top management official	X	
<b>15b</b>	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.		
<b>16a</b>	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
<b>16b</b>	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

**Section C. Disclosure**

- 17** List the states with which a copy of this Form 990 is required to be filed **CA**
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.  
 Own website     Another's website     Upon request     Other (explain on Schedule O)
- 19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records **MICHAEL DODSON - 510-594-3900**  
**3877 LUSK STREET, OAKLAND, CA 94608**

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Form 990 (2021)

**Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**

Check if Schedule O contains a response or note to any line in this Part VII

**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

- 1a** Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.
- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
  - List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
  - List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than \$100,000 from the organization and any related organizations.
  - List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
  - List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- See the instructions for the order in which to list the persons above.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) MICHAEL DODSON SUPERINTENDENT (START MAR 2021)	40.00			X				159,811.	0.	29,941.
(2) VINCENT SALAZAR CHIEF FINANCIAL OFFICER	40.00			X				0.	0.	0.
(4) HON. EDMUND GERALD BROWN JR. CHAIRMAN	1.00	X		X				0.	0.	0.
(5) MAJOR GENERAL DAVID S. BALDWIN VICE CHAIRMEN	1.00	X		X				0.	0.	0.
(6) VICE ADMIRAL JODY BRECKINRIDGE FACILITIES OFFICER	1.00	X		X				0.	0.	0.
(7) JOSEPH WIRE TREASURER	1.00	X		X				0.	0.	0.
(8) BRIGADIER GEN. JAMES L. GABRIEL SECRETARY	1.00	X		X				0.	0.	0.
(9) DAVID CLISHAM MEMBER	1.00	X						0.	0.	0.
(10) GISELLE HENDRIE MEMBER	1.00	X						0.	0.	0.

**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

Form 990 (2021)

**Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
<b>1b Subtotal</b> .....							159,811.	0.	29,941.	
<b>c Total from continuation sheets to Part VII, Section A</b> .....							0.	0.	0.	
<b>d Total (add lines 1b and 1c)</b> .....							159,811.	0.	29,941.	

**2** Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **1**

	Yes	No
<b>3</b> Did the organization list any <b>former</b> officer, director, trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i> .....		X
<b>4</b> For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i> .....	X	
<b>5</b> Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i> .....		X

**Section B. Independent Contractors**

**1** Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
HANDS-ON TECHNOLOGY EDUCATION 7666 BOBOLINK WAY, SAN DIEGO, CA 92123	AFTER SCHOOL PROGRAM AND CREDIT RECOVERY	215,000.
SCOOT EDUCATION, 5670 WILSHIRE BLVD SUITE 1970, LOS ANGELES, CA 90036	SUBSTITUTE TEACHERS AND SPED AIDS	175,208.
GLOBAL TELETHERAPY, 1777 REISTERSTOWN RD SUITE 165-R, PIKESVILLE, MD 21208	MENTAL HEALTH COUNSELING	153,912.
NOB HILL CATERING INC 601 TAYLOR WAY, SAN CARLOS, CA 94070	MEALS READY TO SERVE FOR STUDENTS	133,806.

**2** Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **4**

**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

Form 990 (2021)

91-2073068 Page 9

**Part VIII Statement of Revenue**

Check if Schedule O contains a response or note to any line in this Part VIII

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a				
	b	Membership dues	1b				
	c	Fundraising events	1c				
	d	Related organizations	1d				
	e	Government grants (contributions)	1e	9,248,519.			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	6,415.			
	g	Noncash contributions included in lines 1a-1f	1g	\$			
	<b>h Total.</b> Add lines 1a-1f			<b>9,254,934.</b>			
Program Service Revenue			<b>Business Code</b>				
	2 a						
	b						
	c						
	d						
	e						
	<b>g Total.</b> Add lines 2a-2f						
Other Revenue	3		Investment income (including dividends, interest, and other similar amounts)				
	4		Income from investment of tax-exempt bond proceeds				
	5		Royalties				
	6 a	Gross rents	6a	(i) Real			
				(ii) Personal			
	b	Less: rental expenses	6b				
	c	Rental income or (loss)	6c				
	d			Net rental income or (loss)			
	7 a	Gross amount from sales of assets other than inventory	7a	(i) Securities			
				(ii) Other			
	b	Less: cost or other basis and sales expenses	7b				
	c	Gain or (loss)	7c				
d			Net gain or (loss)				
8 a	Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
b	Less: direct expenses	8b					
c			Net income or (loss) from fundraising events				
9 a	Gross income from gaming activities. See Part IV, line 19	9a					
b	Less: direct expenses	9b					
c			Net income or (loss) from gaming activities				
10 a	Gross sales of inventory, less returns and allowances	10a					
b	Less: cost of goods sold	10b					
c			Net income or (loss) from sales of inventory				
Miscellaneous Revenue	11 a		<b>OTHER INCOME</b>	<b>611710</b>	<b>-4,309.</b>	<b>-4,309.</b>	
	b						
	c						
	d		All other revenue				
	e			<b>Total.</b> Add lines 11a-11d	<b>-4,309.</b>		
12			<b>Total revenue.</b> See instructions	<b>9,250,625.</b>	<b>0.</b>	<b>0.</b>	
					<b>-4,309.</b>		

**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

Form 990 (2021)

91-2073068 Page **10**

**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
<b>1</b> Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
<b>2</b> Grants and other assistance to domestic individuals. See Part IV, line 22 .....				
<b>3</b> Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16 .....				
<b>4</b> Benefits paid to or for members .....				
<b>5</b> Compensation of current officers, directors, trustees, and key employees .....	202,770.		202,770.	
<b>6</b> Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B) .....				
<b>7</b> Other salaries and wages .....	3,433,877.	3,225,634.	208,243.	
<b>8</b> Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	634,573.	571,207.	63,366.	
<b>9</b> Other employee benefits .....	642,903.	618,551.	24,352.	
<b>10</b> Payroll taxes .....	99,441.	92,816.	6,625.	
<b>11</b> Fees for services (nonemployees):				
<b>a</b> Management .....				
<b>b</b> Legal .....	63,261.		63,261.	
<b>c</b> Accounting .....				
<b>d</b> Lobbying .....				
<b>e</b> Professional fundraising services. See Part IV, line 17				
<b>f</b> Investment management fees .....				
<b>g</b> Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	1,215,997.	987,704.	228,293.	
<b>12</b> Advertising and promotion .....				
<b>13</b> Office expenses .....	87,425.		87,425.	
<b>14</b> Information technology .....	83,314.	83,314.		
<b>15</b> Royalties .....				
<b>16</b> Occupancy .....	534,817.	534,817.		
<b>17</b> Travel .....	70,229.	25,812.	44,417.	
<b>18</b> Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
<b>19</b> Conferences, conventions, and meetings .....				
<b>20</b> Interest .....	19,807.		19,807.	
<b>21</b> Payments to affiliates .....				
<b>22</b> Depreciation, depletion, and amortization .....	403,570.	403,570.		
<b>23</b> Insurance .....	108,395.		108,395.	
<b>24</b> Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
<b>a OTHER EXPENSES</b>	764,538.	729,187.	35,351.	
<b>b INSTRUCTIONAL MATERIALS</b>	594,944.	594,944.		
<b>c</b> _____				
<b>d</b> _____				
<b>e</b> All other expenses _____				
<b>25 Total functional expenses.</b> Add lines 1 through 24e	8,959,861.	7,867,556.	1,092,305.	0.
<b>26 Joint costs.</b> Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here  if following SOP 98-2 (ASC 958-720)



**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

Form 990 (2021)

91-2073068 Page 11

**Part X Balance Sheet**

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
<b>Assets</b>	<b>1</b> Cash - non-interest-bearing .....	571,736.	<b>1</b>	2,886,638.
	<b>2</b> Savings and temporary cash investments .....		<b>2</b>	
	<b>3</b> Pledges and grants receivable, net .....		<b>3</b>	
	<b>4</b> Accounts receivable, net .....	2,711,299.	<b>4</b>	1,496,515.
	<b>5</b> Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons .....		<b>5</b>	
	<b>6</b> Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B) .....		<b>6</b>	
	<b>7</b> Notes and loans receivable, net .....		<b>7</b>	
	<b>8</b> Inventories for sale or use .....		<b>8</b>	
	<b>9</b> Prepaid expenses and deferred charges .....	15,809.	<b>9</b>	2,000.
	<b>10a</b> Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D .....	<b>10a</b> 15,459,169.		
	<b>b</b> Less: accumulated depreciation .....	<b>10b</b> 5,553,916.	<b>10c</b>	9,905,253.
	<b>11</b> Investments - publicly traded securities .....		<b>11</b>	
	<b>12</b> Investments - other securities. See Part IV, line 11 .....		<b>12</b>	
	<b>13</b> Investments - program-related. See Part IV, line 11 .....		<b>13</b>	
	<b>14</b> Intangible assets .....		<b>14</b>	
	<b>15</b> Other assets. See Part IV, line 11 .....		<b>15</b>	
<b>16 Total assets.</b> Add lines 1 through 15 (must equal line 33) .....	13,208,576.	<b>16</b>	14,290,406.	
<b>Liabilities</b>	<b>17</b> Accounts payable and accrued expenses .....	257,998.	<b>17</b>	575,874.
	<b>18</b> Grants payable .....		<b>18</b>	
	<b>19</b> Deferred revenue .....	254,616.	<b>19</b>	1,300,252.
	<b>20</b> Tax-exempt bond liabilities .....		<b>20</b>	
	<b>21</b> Escrow or custodial account liability. Complete Part IV of Schedule D .....		<b>21</b>	
	<b>22</b> Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons .....		<b>22</b>	
	<b>23</b> Secured mortgages and notes payable to unrelated third parties .....	1,320,472.	<b>23</b>	0.
	<b>24</b> Unsecured notes and loans payable to unrelated third parties .....	518,100.	<b>24</b>	1,266,126.
	<b>25</b> Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D .....		<b>25</b>	
	<b>26 Total liabilities.</b> Add lines 17 through 25 .....	2,351,186.	<b>26</b>	3,142,252.
<b>Net Assets or Fund Balances</b>	<b>Organizations that follow FASB ASC 958, check here</b> <input checked="" type="checkbox"/> <b>and complete lines 27, 28, 32, and 33.</b>			
	<b>27</b> Net assets without donor restrictions .....	10,857,390.	<b>27</b>	11,148,154.
	<b>28</b> Net assets with donor restrictions .....		<b>28</b>	
	<b>Organizations that do not follow FASB ASC 958, check here</b> <input type="checkbox"/> <b>and complete lines 29 through 33.</b>			
	<b>29</b> Capital stock or trust principal, or current funds .....		<b>29</b>	
	<b>30</b> Paid-in or capital surplus, or land, building, or equipment fund .....		<b>30</b>	
	<b>31</b> Retained earnings, endowment, accumulated income, or other funds .....		<b>31</b>	
	<b>32</b> Total net assets or fund balances .....	10,857,390.	<b>32</b>	11,148,154.
	<b>33</b> Total liabilities and net assets/fund balances .....	13,208,576.	<b>33</b>	14,290,406.

Form 990 (2021)

**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

Form 990 (2021)

91-2073068 Page **12**

**Part XI Reconciliation of Net Assets**

Check if Schedule O contains a response or note to any line in this Part XI

<b>1</b>	Total revenue (must equal Part VIII, column (A), line 12)	<b>1</b>	9,250,625.
<b>2</b>	Total expenses (must equal Part IX, column (A), line 25)	<b>2</b>	8,959,861.
<b>3</b>	Revenue less expenses. Subtract line 2 from line 1	<b>3</b>	290,764.
<b>4</b>	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	<b>4</b>	10,857,390.
<b>5</b>	Net unrealized gains (losses) on investments	<b>5</b>	
<b>6</b>	Donated services and use of facilities	<b>6</b>	
<b>7</b>	Investment expenses	<b>7</b>	
<b>8</b>	Prior period adjustments	<b>8</b>	
<b>9</b>	Other changes in net assets or fund balances (explain on Schedule O)	<b>9</b>	0.
<b>10</b>	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	<b>10</b>	11,148,154.

**Part XII Financial Statements and Reporting**

Check if Schedule O contains a response or note to any line in this Part XII

- 1** Accounting method used to prepare the Form 990:  Cash  Accrual  Other \_\_\_\_\_  
If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.
- 2a** Were the organization's financial statements compiled or reviewed by an independent accountant? .....  
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:  
 Separate basis  Consolidated basis  Both consolidated and separate basis
- b** Were the organization's financial statements audited by an independent accountant? .....  
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:  
 Separate basis  Consolidated basis  Both consolidated and separate basis
- c** If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? .....  
If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.
- 3a** As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? .....
- b** If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits .....

	Yes	No
<b>2a</b>		X
<b>2b</b>	X	
<b>2c</b>	X	
<b>3a</b>	X	
<b>3b</b>	X	

Form **990** (2021)



**SCHEDULE A**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Public Charity Status and Public Support**

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

**2021**

**Open to Public Inspection**

**Name of the organization** OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

**Employer identification number**  
91-2073068

**Part I Reason for Public Charity Status.** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1  A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2  A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
- 3  A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4  A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: \_\_\_\_\_
- 5  An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6  A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7  An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8  A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9  An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: \_\_\_\_\_
- 10  An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11  An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12  An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
  - a  **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
  - b  **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
  - c  **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
  - d  **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
  - e  Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations .....

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
<b>Total</b>						

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Schedule A (Form 990) 2021

**Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
<b>2</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>3</b> The value of services or facilities furnished by a governmental unit to the organization without charge .....						
<b>4 Total.</b> Add lines 1 through 3 .....						
<b>5</b> The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f) .....						
<b>6 Public support.</b> Subtract line 5 from line 4.						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
<b>7</b> Amounts from line 4 .....						
<b>8</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources .....						
<b>9</b> Net income from unrelated business activities, whether or not the business is regularly carried on .....						
<b>10</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>11 Total support.</b> Add lines 7 through 10						
<b>12</b> Gross receipts from related activities, etc. (see instructions) .....					12	
<b>13 First 5 years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> .....						<input type="checkbox"/>

**Section C. Computation of Public Support Percentage**

<b>14</b> Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f)) .....	14	%
<b>15</b> Public support percentage from 2020 Schedule A, Part II, line 14 .....	15	%
<b>16a 33 1/3% support test - 2021.</b> If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>b 33 1/3% support test - 2020.</b> If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>17a 10% -facts-and-circumstances test - 2021.</b> If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>b 10% -facts-and-circumstances test - 2020.</b> If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>18 Private foundation.</b> If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions .....		<input type="checkbox"/>

Schedule A (Form 990) 2021

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Schedule A (Form 990) 2021

91-2073068 Page 3

**Part III Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
<b>2</b> Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose .....						
<b>3</b> Gross receipts from activities that are not an unrelated trade or business under section 513 .....						
<b>4</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>5</b> The value of services or facilities furnished by a governmental unit to the organization without charge .....						
<b>6 Total.</b> Add lines 1 through 5 .....						
<b>7a</b> Amounts included on lines 1, 2, and 3 received from disqualified persons .....						
<b>b</b> Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year .....						
<b>c</b> Add lines 7a and 7b .....						
<b>8 Public support.</b> (Subtract line 7c from line 6.)						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
<b>9</b> Amounts from line 6 .....						
<b>10a</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources .....						
<b>b</b> Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975 .....						
<b>c</b> Add lines 10a and 10b .....						
<b>11</b> Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on .....						
<b>12</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>13 Total support.</b> (Add lines 9, 10c, 11, and 12.)						

**14 First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** .....

**Section C. Computation of Public Support Percentage**

<b>15</b> Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f)) .....	<b>15</b>	%
<b>16</b> Public support percentage from 2020 Schedule A, Part III, line 15 .....	<b>16</b>	%

**Section D. Computation of Investment Income Percentage**

<b>17</b> Investment income percentage for 2021 (line 10c, column (f), divided by line 13, column (f)) .....	<b>17</b>	%
<b>18</b> Investment income percentage from 2020 Schedule A, Part III, line 17 .....	<b>18</b>	%

**19a 33 1/3% support tests - 2021.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization .....

**b 33 1/3% support tests - 2020.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization .....

**20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions .....

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

**Part IV Supporting Organizations**

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

**Section A. All Supporting Organizations**

	Yes	No
<b>1</b> Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
<b>2</b> Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
<b>3a</b> Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
<b>b</b> Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
<b>c</b> Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
<b>4a</b> Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
<b>b</b> Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
<b>c</b> Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
<b>5a</b> Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
<b>b</b> <b>Type I or Type II only.</b> Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
<b>c</b> <b>Substitutions only.</b> Was the substitution the result of an event beyond the organization's control?		
<b>6</b> Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
<b>7</b> Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
<b>8</b> Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
<b>9a</b> Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
<b>b</b> Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>c</b> Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>10a</b> Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
<b>b</b> Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Schedule A (Form 990) 2021

91-2073068 Page 5

**Part IV Supporting Organizations** (continued)

	Yes	No
<b>11</b> Has the organization accepted a gift or contribution from any of the following persons?		
<b>a</b> A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?		
<b>b</b> A family member of a person described on line 11a above?		
<b>c</b> A 35% controlled entity of a person described on line 11a or 11b above? <i>If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI.</i>		
<b>11a</b>		
<b>11b</b>		
<b>11c</b>		

**Section B. Type I Supporting Organizations**

	Yes	No
<b>1</b> Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
<b>2</b> Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>		
<b>1</b>		
<b>2</b>		

**Section C. Type II Supporting Organizations**

	Yes	No
<b>1</b> Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		
<b>1</b>		

**Section D. All Type III Supporting Organizations**

	Yes	No
<b>1</b> Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
<b>2</b> Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
<b>3</b> By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		
<b>1</b>		
<b>2</b>		
<b>3</b>		

**Section E. Type III Functionally Integrated Supporting Organizations**

<b>1</b> Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
<b>a</b> <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
<b>b</b> <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
<b>c</b> <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a governmental entity (see instructions).			
<b>2</b> Activities Test. Answer lines 2a and 2b below.		Yes	No
<b>a</b> Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>			
<b>b</b> Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>			
<b>3</b> Parent of Supported Organizations. Answer lines 3a and 3b below.			
<b>a</b> Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>If "Yes" or "No" provide details in Part VI.</i>			
<b>b</b> Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>			
<b>2a</b>			
<b>2b</b>			
<b>3a</b>			
<b>3b</b>			



OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Schedule A (Form 990) 2021

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

- 1  Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 ( *explain in Part VI*). **See instructions.**  
All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	<b>Adjusted Net Income</b> (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	<b>Total</b> (add lines 1a, 1b, and 1c)	1d	
e	<b>Discount</b> claimed for blockage or other factors ( <i>explain in detail in Part VI</i> ):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	<b>Minimum Asset Amount</b> (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	<b>Distributable Amount.</b> Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Schedule A (Form 990) 2021

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Schedule A (Form 990) 2021

91-2073068 Page 7

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** (continued)

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - <i>provide details in Part VI</i> )	5
6	Other distributions ( <i>describe in Part VI</i> ). See instructions.	6
7	<b>Total annual distributions.</b> Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive ( <i>provide details in Part VI</i> ). See instructions.	8
9	Distributable amount for 2021 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2021	(iii) Distributable Amount for 2021
1	Distributable amount for 2021 from Section C, line 6		
2	Underdistributions, if any, for years prior to 2021 (reasonable cause required - <i>explain in Part VI</i> ). See instructions.		
3	Excess distributions carryover, if any, to 2021		
a	From 2016		
b	From 2017		
c	From 2018		
d	From 2019		
e	From 2020		
f	<b>Total</b> of lines 3a through 3e		
g	Applied to underdistributions of prior years		
h	Applied to 2021 distributable amount		
i	Carryover from 2016 not applied (see instructions)		
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.		
4	Distributions for 2021 from Section D, line 7: \$		
a	Applied to underdistributions of prior years		
b	Applied to 2021 distributable amount		
c	Remainder. Subtract lines 4a and 4b from line 4.		
5	Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, <i>explain in Part VI</i> . See instructions.		
6	Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, <i>explain in Part VI</i> . See instructions.		
7	<b>Excess distributions carryover to 2022.</b> Add lines 3j and 4c.		
8	Breakdown of line 7:		
a	Excess from 2017		
b	Excess from 2018		
c	Excess from 2019		
d	Excess from 2020		
e	Excess from 2021		

Schedule A (Form 990) 2021

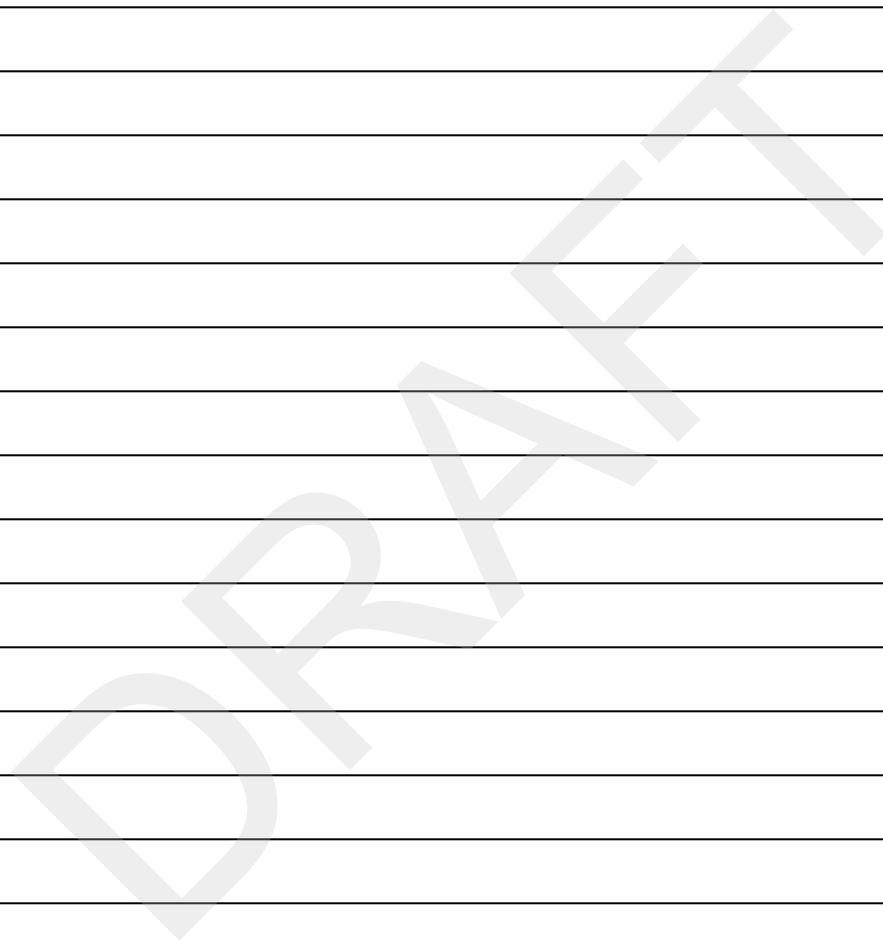
OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Schedule A (Form 990) 2021

**Part VI**

**Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Horizontal lines for supplemental information input.





**SCHEDULE D**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Supplemental Financial Statements**

▶ **Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**  
▶ **Attach to Form 990.**

▶ **Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.**

OMB No. 1545-0047

**2021**

**Open to Public Inspection**

**Name of the organization** OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY  
**Employer identification number** 91-2073068

**Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.** Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year .....		
2 Aggregate value of contributions to (during year) .....		
3 Aggregate value of grants from (during year) .....		
4 Aggregate value at end of year .....		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? .....	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? .....	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**Part II Conservation Easements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).  
 Preservation of land for public use (for example, recreation or education)  Preservation of a historically important land area  
 Protection of natural habitat  Preservation of a certified historic structure  
 Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements .....	2a
b Total acreage restricted by conservation easements .....	2b
c Number of conservation easements on a certified historic structure included in (a) .....	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register .....	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ \_\_\_\_\_

4 Number of states where property subject to conservation easement is located ▶ \_\_\_\_\_

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? .....

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \_\_\_\_\_

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ \_\_\_\_\_

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? .....

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

- 1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.
- b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:
- (i) Revenue included on Form 990, Part VIII, line 1 ▶ \$ \_\_\_\_\_
- (ii) Assets included in Form 990, Part X ▶ \$ \_\_\_\_\_
- 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:
- a Revenue included on Form 990, Part VIII, line 1 ▶ \$ \_\_\_\_\_
- b Assets included in Form 990, Part X ▶ \$ \_\_\_\_\_

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2021

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Schedule D (Form 990) 2021

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets** (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a  Public exhibition
  - b  Scholarly research
  - c  Preservation for future generations
  - d  Loan or exchange program
  - e  Other \_\_\_\_\_
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection?  Yes  No

**Part IV Escrow and Custodial Arrangements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X?  Yes  No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- |                                 | Amount |
|---------------------------------|--------|
| c Beginning balance             | 1c     |
| d Additions during the year     | 1d     |
| e Distributions during the year | 1e     |
| f Ending balance                | 1f     |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability?  Yes  No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

**Part V Endowment Funds.** Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment \_\_\_\_\_ %
  - b Permanent endowment \_\_\_\_\_ %
  - c Term endowment \_\_\_\_\_ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- |   | Yes    | No |
|---|--------|----|
| (i) Unrelated organizations   | 3a(i)  |    |
| (ii) Related organizations  | 3a(ii) |    |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? <input type="checkbox"/> | 3b     |    |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

**Part VI Land, Buildings, and Equipment.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings		13,540,883.	4,254,750.	9,286,133.
c Leasehold improvements				
d Equipment		1,519,195.	1,299,166.	220,029.
e Other		399,091.		399,091.
<b>Total.</b> Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				9,905,253.

**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

Schedule D (Form 990) 2021

91-2073068 Page **3**

**Part VII Investments - Other Securities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives .....		
(2) Closely held equity interests .....		
(3) Other .....		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

**Part VIII Investments - Program Related.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

**Part IX Other Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

**Part X Other Liabilities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ...

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Schedule D (Form 990) 2021

**Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	10,896,475.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b	1,645,850.	
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d	2e	1,645,850.	
3	Subtract line 2e from line 1	3	9,250,625.	
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c		0.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.)	5	9,250,625.	

**Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	10,605,711.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a	1,645,850.	
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d	2e	1,645,850.	
3	Subtract line 2e from line 1	3	8,959,861.	
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b	4c		0.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.)	5	8,959,861.	

**Part XIII Supplemental Information.**

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

**PART X, LINE 2:**

THE ACADEMY IS A NONPROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. THE ACADEMY IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE ACADEMY FILES AN EXEMPT ACADEMY RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S. FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Schedule D (Form 990) 2021

91-2073068 Page 5

**Part XIII** Supplemental Information *(continued)*

DRAFT

**SCHEDULE E**  
**(Form 990)**

**Schools**

OMB No. 1545-0047

**2021**

Open to Public Inspection

Department of the Treasury  
Internal Revenue Service

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

Name of the organization **OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

Employer identification number  
**91-2073068**

**Part I**

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body? .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>NONDISCRIMINATORY POLICY IS INCLUDED IN THE SCHOOL'S CHARTER VIEWABLE ON THE WEBSITE.</b>		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff? .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? ..	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships? .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d Copies of all material used by the organization or on its behalf to solicit contributions? .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
<b>THE ORGANIZATION IS A PUBLIC CHARTER SCHOOL WHICH OPERATES TUITION-FREE. THEREFORE, SCHOLARSHIPS AND FINANCIAL ASSISTANCE ARE NOT APPLICABLE.</b>		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges? .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b Admissions policies? .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c Employment of faculty or administrative staff? .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d Scholarships or other financial assistance? .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e Educational policies? .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f Use of facilities? .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g Athletic programs? .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h Other extracurricular activities? .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency? .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b Has the organization's right to such aid ever been revoked or suspended? .....	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II .....	<input checked="" type="checkbox"/>	<input type="checkbox"/>

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule E (Form 990) 2021

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

Schedule E (Form 990) 2021

91-2073068 Page 2

**Part II Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

THE ORGANIZATION RECEIVES FINANCIAL ASSISTANCE FROM THE CALIFORNIA  
DEPARTMENT OF EDUCATION AS PART OF ITS OPERATION AS A PUBLIC CHARTER  
SCHOOL.





**SCHEDULE J  
(Form 990)**

**Compensation Information**

OMB No. 1545-0047

**2021**

Open to Public Inspection

Department of the Treasury  
Internal Revenue Service

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees  
 ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 23.  
 ▶ Attach to Form 990.  
 ▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

Name of the organization **OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY** Employer identification number **91-2073068**

**Part I Questions Regarding Compensation**

**1a** Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- |  |  |
|--|--|
| <input type="checkbox"/> First-class or charter travel             | <input type="checkbox"/> Housing allowance or residence for personal use   |
| <input type="checkbox"/> Travel for companions                     | <input type="checkbox"/> Payments for business use of personal residence   |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees     |
| <input type="checkbox"/> Discretionary spending account            | <input type="checkbox"/> Personal services (such as maid, chauffeur, chef) |

**b** If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain .....

**2** Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a? .....

**3** Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- |  |   |
|--|---|
| <input type="checkbox"/> Compensation committee              | <input checked="" type="checkbox"/> Written employment contract                     |
| <input type="checkbox"/> Independent compensation consultant | <input type="checkbox"/> Compensation survey or study                               |
| <input type="checkbox"/> Form 990 of other organizations     | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

**4** During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment? .....
- b** Participate in or receive payment from a supplemental nonqualified retirement plan? .....
- c** Participate in or receive payment from an equity-based compensation arrangement? .....
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

**Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.**

**5** For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization? .....
- b** Any related organization? .....
- If "Yes" on line 5a or 5b, describe in Part III.

**6** For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization? .....
- b** Any related organization? .....
- If "Yes" on line 6a or 6b, describe in Part III.

**7** For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III .....

**8** Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III .....

**9** If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)? .....

	Yes	No
<b>1b</b>		
<b>2</b>		
<b>4a</b>		<b>X</b>
<b>4b</b>		<b>X</b>
<b>4c</b>		<b>X</b>
<b>5a</b>		<b>X</b>
<b>5b</b>		<b>X</b>
<b>6a</b>		<b>X</b>
<b>6b</b>		<b>X</b>
<b>7</b>		<b>X</b>
<b>8</b>		<b>X</b>
<b>9</b>		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2021



**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

91-2073068

Schedule J (Form 990) 2021

**Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

**Note:** The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) MICHAEL DODSON SUPERINTENDENT (START MAR 2021)	(i)	159,811.	0.	0.	29,941.	0.	189,752.	0.
	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
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	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY

91-2073068

Schedule J (Form 990) 2021

**Part III Supplemental Information**

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

Horizontal lines for supplemental information.

DRAFT

**SCHEDULE O  
(Form 990)**Department of the Treasury  
Internal Revenue Service**Supplemental Information to Form 990 or 990-EZ**Complete to provide information for responses to specific questions on  
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

OMB No. 1545-0047

**2021**Open to Public  
Inspection

Name of the organization	OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY	Employer identification number 91-2073068
--------------------------	---	--

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

ACADEMIC PROGRAM WHERE ALL CADETS DEVELOP AS LEADERS, SCHOLARS,  
CRITICAL THINKERS AND CITIZENS.

FORM 990, PART VI, SECTION B, LINE 11B:

THE FORM 990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING  
FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE  
RETURN IS AVAILABLE, IT IS REVIEWED BY MANAGEMENT WITH ANY CHANGES OR  
REVISIONS INCORPORATED INTO THE FILING. THE REVISED RETURN IS THEN  
SUBMITTED TO THE BOARD OF DIRECTORS FOR THEIR REVIEW AND APPROVAL PRIOR TO  
SUBMITTING TO THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

MONITORING IS PERFORMED REGULARLY BY THE OFFICERS TO IDENTIFY POTENTIAL  
CONFLICTS OF INTEREST. ANY QUESTION OF A CONFLICT IS ADDRESSED WITH THE  
INTERESTED PERSON, WHO IS REQUIRED TO DISCLOSE THE EXISTENCE OF ANY  
FINANCIAL INTEREST AND BE AFFORDED THE OPPORTUNITY TO DISCLOSE ALL MATERIAL  
FACTS TO THE BOARD AND EXECUTIVE DIRECTOR. IF A CONFLICT OF INTEREST IS  
IDENTIFIED, THE APPROPRIATE ACTION IS TAKEN, INCLUDING LIMITATIONS TO THE  
INDIVIDUAL'S INFLUENCE ON RELATED BUSINESS MATTERS.

FORM 990, PART VI, SECTION B, LINE 15:

EACH YEAR, OFFICERS' AND KEY EMPLOYEES' PAY IS DETERMINE BASED ON DATA  
PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH  
COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE  
THE OFFICERS' AND KEY EMPLOYEES' COMPENSATION AS A DIRECT ACTION.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990) 2021

132211 11-11-21

Name of the organization	OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY	Employer identification number	91-2073068
--------------------------	---	--------------------------------	------------

FORM 990, PART VI, SECTION C, LINE 19:

OMI'S GOVERNING DOCUMENTS, POLICIES AND FINANCIAL STATEMENTS ARE MADE AVAILABLE TO THE PUBLIC UPON REQUEST.

FORM 990, PART IX, LINE 11G, OTHER FEES:

OTHER FEES:

PROGRAM SERVICE EXPENSES	251,513.
MANAGEMENT AND GENERAL EXPENSES	228,293.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	479,806.

EDUCATION CONSULTANTS:

PROGRAM SERVICE EXPENSES	736,191.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	736,191.

TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A 1,215,997.

TAXABLE YEAR

2021

# California Exempt Organization Annual Information Return

128941 12-29-21  
FORM

199

Calendar Year 2021 or fiscal year beginning (mm/dd/yyyy) **07/01/2021**, and ending (mm/dd/yyyy) **06/30/2022**

Corporation/Organization name  
**OAKLAND MILITARY INSTITUTE  
COLLEGE PREPARATORY ACADEMY**

California corporation number  
**2234789**

Additional information. See instructions.  
FEIN  
**91-2073068**

Street address (suite or room)  
**3877 LUSK STREET**

PMB no.

City  
**OAKLAND**

State  
**CA**

ZIP code  
**94608**

Foreign country name Foreign province/state/county Foreign postal code

**A** First return  Yes  No

**B** Amended return  Yes  No

**C** IRC Section 4947(a)(1) trust  Yes  No

**D** Final information return?  
 Dissolved  Surrendered (Withdrawn)  Merged/Reorganized  
 Enter date: (mm/dd/yyyy)

**E** Check accounting method: (1)  Cash (2)  Accrual (3)  Other

**F** Federal return filed? (1)  990T (2)  990PF (3)  Sch H (990) (4)  Other 990 series

**G** Is this a group filing? See instructions  Yes  No

**H** Is this organization in a group exemption  Yes  No  
If "Yes," what is the parent's name?

**I** Did the organization have any changes to its guidelines not reported to the FTB? See instructions  Yes  No

**J** If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions.  Yes  No

**K** Is the organization exempt under R&TC Section 23701g?  Yes  No  
If "Yes," enter the gross receipts from nonmember sources \$

**L** Is the organization a limited liability company?  Yes  No

**M** Did the organization file Form 100 or Form 109 to report taxable income?  Yes  No

**N** Is the organization under audit by the IRS or has the IRS audited in a prior year?  Yes  No

**O** Is federal Form 1023/1024 pending?  Yes  No  
Date filed with IRS

**Part I Complete Part I unless not required to file this form. See General Information B and C.**

<b>Receipts and Revenues</b>	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	-4,309	00
	2	Gross dues and assessments from members and affiliates	2		00
	3	Gross contributions, gifts, grants, and similar amounts received	3	9,254,934	00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. <b>This line must be completed. If the result is less than \$50,000, see General Information B</b>	4	9,250,625	00
	5	Cost of goods sold	5		00
	6	Cost or other basis, and sales expenses of assets sold	6		00
	7	Total costs. Add line 5 and line 6	7		00
	8	Total gross income. Subtract line 7 from line 4	8	9,250,625	00

<b>Expenses</b>	9	Total expenses and disbursements. From Side 2, Part II, line 18	9	8,959,861	00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	290,764	00

<b>Filing Fee</b>	11	Total payments	11		00
	12	Use tax. See General Information K	12		00
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11	13		00
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12	14		00
	15	Penalties and interest. See General Information J	15		00
	16	<b>Balance due.</b> Add line 12 and line 15. Then subtract line 11 from the result	16		00

**Sign Here** Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

<b>Paid Preparer's Use Only</b>	Signature of officer	<b>SUPERINTENDENT</b>	Date	<b>06/05/23</b>	Telephone	<b>510-594-3900</b>
	Preparer's signature	<b>WADE MCMULLEN</b>	Date	<b>06/05/23</b>	Check if self-employed	<input type="checkbox"/>
	Firm's name (or yours, if self-employed) and address	<b>CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLEN DORA, CA 91740</b>			Firm's FEIN	<b>P00541671</b>
					Telephone	<b>41-0746749 (626) 857-7300</b>

May the FTB discuss this return with the preparer shown above? See instructions  Yes  No

**COLLEGE PREPARATORY ACADEMY**

91-2073068

128951 01-19-22

**Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.**

<b>Receipts from Other Sources</b>	1	Gross sales or receipts from all business activities. See instructions	•	1	00
	2	Interest	•	2	00
	3	Dividends	•	3	00
	4	Gross rents	•	4	00
	5	Gross royalties	•	5	00
	6	Gross amount received from sale of assets (See instructions)	•	6	00
	7	Other income	•	7	-4,309 00
	8	<b>Total</b> gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	-4,309 00
	9	Contributions, gifts, grants, and similar amounts paid	•	9	00
	10	Disbursements to or for members	•	10	00
	11	Compensation of officers, directors, and trustees	•	11	202,770 00
	12	Other salaries and wages	•	12	3,433,877 00
	13	Interest	•	13	19,807 00
	14	Taxes	•	14	99,441 00
	15	Rents	•	15	534,817 00
	16	Depreciation and depletion (See instructions)	•	16	403,570 00
	17	Other expenses and disbursements	•	17	4,265,579 00
	18	<b>Total</b> expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	8,959,861 00

<b>Schedule L Balance Sheet</b>		Beginning of taxable year		End of taxable year	
		(a)	(b)	(c)	(d)
<b>Assets</b>					
1	Cash		571,736		2,886,638
2	Net accounts receivable		2,711,299		1,496,515
3	Net notes receivable				
4	Inventories				
5	Federal and state government obligations				
6	Investments in other bonds				
7	Investments in stock				
8	Mortgage loans				
9	Other investments				
10 a	Depreciable assets	15,060,078		15,459,169	
b	Less accumulated depreciation	( 5,150,346 )	9,909,732	( 5,553,916 )	9,905,253
11	Land				
12	Other assets <b>STMT 4</b>		15,809		2,000
13	<b>Total assets</b>		13,208,576		14,290,406
<b>Liabilities and net worth</b>					
14	Accounts payable		257,998		575,874
15	Contributions, gifts, or grants payable				
16	Bonds and notes payable				
17	Mortgages payable		1,320,472		
18	Other liabilities <b>STMT 5</b>		772,716		2,566,378
19	Capital stock or principal fund				
20	Paid-in or capital surplus. Attach reconciliation				
21	Retained earnings or income fund		10,857,390		11,148,154
22	<b>Total liabilities and net worth</b>		13,208,576		14,290,406

<b>Schedule M-1 Reconciliation of income per books with income per return</b>			
Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.			
1	Net income per books	•	290,764
2	Federal income tax	•	
3	Excess of capital losses over capital gains	•	
4	Income not recorded on books this year. Attach schedule	•	
5	Expenses recorded on books this year not deducted in this return. Attach schedule	•	
6	<b>Total.</b> Add line 1 through line 5	•	290,764
7	Income recorded on books this year not included in this return. Attach schedule	•	
8	Deductions in this return not charged against book income this year. Attach schedule	•	
9	<b>Total.</b> Add line 7 and line 8	•	
10	<b>Net income per return.</b> Subtract line 9 from line 6	•	290,764

OAKLAND MILITARY INSTITUTE COLLEGE PREPA

91-2073068

CA 199

OTHER INCOME

STATEMENT 1

DESCRIPTION

AMOUNT

OTHER INCOME

-4,309.

TOTAL TO FORM 199, PART II, LINE 7

-4,309.

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OAKLAND MILITARY INSTITUTE COLLEGE PREPA

91-2073068

CA 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 2

<u>NAME AND ADDRESS</u>	<u>TITLE AND AVERAGE HRS WORKED/WK</u>	<u>COMPENSATION</u>
MICHAEL DODSON 3877 LUSK STREET OAKLAND, CA 94608	SUPERINTENDENT (START MAR 40.00	202,770.
VINCENT SALAZAR 3877 LUSK STREET OAKLAND, CA 94608	CHIEF FINANCIAL OFFICER 40.00	0.
HON. EDMUND GERALD BROWN JR. 3877 LUSK STREET OAKLAND, CA 94608	CHAIRMAN 1.00	0.
MAJOR GENERAL DAVID S. BALDWIN 3877 LUSK STREET OAKLAND, CA 94608	VICE CHAIRMEN 1.00	0.
VICE ADMIRAL JODY BRECKINRIDGE 3877 LUSK STREET OAKLAND, CA 94608	FACILITIES OFFICER 1.00	0.
JOSEPH WIRE 3877 LUSK STREET OAKLAND, CA 94608	TREASURER 1.00	0.
BRIGADIER GEN. JAMES L. GABRIELLI 3877 LUSK STREET OAKLAND, CA 94608	SECRETARY 1.00	0.
DAVID CLISHAM 3877 LUSK STREET OAKLAND, CA 94608	MEMBER 1.00	0.
GISELLE HENDRIE 3877 LUSK STREET OAKLAND, CA 94608	MEMBER 1.00	0.
TOTAL TO FORM 199, PART II, LINE 11		<u>202,770.</u>



OAKLAND MILITARY INSTITUTE COLLEGE PREPA91-2073068

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**CA 199** **OTHER EXPENSES** **STATEMENT 3**

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<u>DESCRIPTION</u>	<u>AMOUNT</u>
OTHER EXPENSES	764,538.
INSTRUCTIONAL MATERIALS	594,944.
PENSION PLAN CONTRIBUTIONS	634,573.
OTHER EMPLOYEE BENEFITS	642,903.
LEGAL FEES	63,261.
OTHER PROFESSIONAL FEES	1,215,997.
OFFICE EXPENSES	87,425.
INFORMATION TECHNOLOGY	83,314.
TRAVEL	70,229.
INSURANCE	108,395.
<b>TOTAL TO FORM 199, PART II, LINE 17</b>	<b>4,265,579.</b>

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**CA 199** **OTHER ASSETS** **STATEMENT 4**

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<u>DESCRIPTION</u>	<u>BEG. OF YEAR</u>	<u>END OF YEAR</u>
PREPAID EXPENSES AND DEFERRED CHARGES	15,809.	2,000.
<b>TOTAL TO FORM 199, SCHEDULE L, LINE 12</b>	<b>15,809.</b>	<b>2,000.</b>

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**CA 199** **OTHER LIABILITIES** **STATEMENT 5**

---

<u>DESCRIPTION</u>	<u>BEG. OF YEAR</u>	<u>END OF YEAR</u>
DEFERRED REVENUE	254,616.	1,300,252.
UNSECURED NOTES AND LOANS PAYABLE	518,100.	1,266,126.
<b>TOTAL TO FORM 199, SCHEDULE L, LINE 18</b>	<b>772,716.</b>	<b>2,566,378.</b>

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**CA 199** **FUND BALANCES** **STATEMENT 6**

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<u>DESCRIPTION</u>	<u>BEG. OF YEAR</u>	<u>END OF YEAR</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS	10,857,390.	11,148,154.
<b>TOTAL TO FORM 199, SCHEDULE L, LINE 21</b>	<b>10,857,390.</b>	<b>11,148,154.</b>

022  
Date Accepted \_\_\_\_\_

**DO NOT MAIL THIS FORM TO THE FTB**

TAXABLE YEAR  
**2021**

**California e-file Return Authorization for Exempt Organizations**

FORM  
**8453-EO**

Exempt Organization name <b>OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY</b>	Identifying number <b>91-2073068</b>
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**Part I Electronic Return Information** (whole dollars only)

<b>1</b> Total gross receipts (Form 199, line 4)	<b>1</b>	<b>9,250,625</b>
<b>2</b> Total gross income (Form 199, line 8)	<b>2</b>	<b>9,250,625</b>
<b>3</b> Total expenses and disbursements (Form 199, line 9)	<b>3</b>	<b>8,959,861</b>

**Part II Settle Your Account Electronically for Taxable Year 2021**

<b>4</b> <input type="checkbox"/> Electronic funds withdrawal	<b>4a</b> Amount	<b>4b</b> Withdrawal date (mm/dd/yyyy)
---	------------------	--

**Part III Banking Information** (Have you verified the exempt organization's banking information?)

<b>5</b> Routing number _____	<b>7</b> Type of account: <input type="checkbox"/> Checking <input type="checkbox"/> Savings
<b>6</b> Account number _____	

**Part IV Declaration of Officer**

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2021 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.**

**Sign Here**      Signature of officer: \_\_\_\_\_      Date: \_\_\_\_\_      Title: **SUPERINTENDENT**

**Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.**

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2021 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

<b>ERO</b> Must Sign	ERO's signature <b>WADE MCMULLEN</b>	Date	Check if also paid preparer <input checked="" type="checkbox"/>	Check if self-employed <input type="checkbox"/>	ERO's PTIN <b>P00541671</b>
	Firm's name (or yours if self-employed) and address <b>CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLENDDORA, CA</b>				Firm's FEIN <b>41-0746749</b> ZIP code <b>91740</b>

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

<b>Paid Preparer</b> Must Sign	Paid preparer's signature	Date	Check if self-employed <input type="checkbox"/>	Paid preparer's PTIN
	Firm's name (or yours if self-employed) and address			Firm's FEIN ZIP code

FTB 8453-EO 2021

# Coversheet

## Second Reading/Action: Superintendent Contract Approval Limit Policy

**Section:** VII. Action Items  
**Item:** C. Second Reading/Action: Superintendent Contract Approval Limit Policy  
**Purpose:**  
**Submitted by:** Mary Streshly  
**Related Material:** OMI Superintendent Contract Approval Limit Policy (1).pdf

### BACKGROUND:

The Superintendent Contract Approval Limit Policy is amended as requested by the Board at our previous meeting and subsequently reviewed by the Board Chairman.

### RECOMMENDATION:

It is the recommendation of the Superintendent and Staff that the Board approve the policy as amended.

Board Policy No. F002

Superintendent Contract Approval Limit Policy

### **Superintendent Contract Approval limit Policy**

Consistent with the proper allocation of responsibility between the Board of Directors (“Board”) of the Oakland Military Institute College Preparatory Academy (“OMI”), and the superintendent, the Board hereby declares that the superintendent may enter into any lawful contract on behalf of OMI, without prior Board approval, where the total amount does not exceed \$50,000. Whenever the contract amount would exceed \$20,000, the superintendent will notify the Board’s chairman in advance. The superintendent should also include a brief description of the contract in her regular reports to the Board.

In case of an emergency or catastrophic event, the superintendent will promptly communicate with the Board Chairman to determine appropriate next steps, which could include scheduling an emergency Board meeting.

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Policy Number: F002

Section: Business & Noninstructional Operations

Adoption Date:

Revised Date: