



Oakland Military Institute, College Preparatory Academy

Regular Board Meeting

Published on June 19, 2023 at 12:34 PM PDT

Date and Time

Thursday June 22, 2023 at 4:15 PM PDT

Location

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

Room: B104

Teleconference: 415-827-4505

Teleconference: 1522 Terracina Dr El Dorado Hills, CA 95762

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. 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.

Agenda

	Presenter	Time
I. Open Session		
II. Opening Items		4:15 PM
A. Roll Call		1 m
B. Call the Meeting to Order		1 m
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.		
C. Public Comment		5 m
INVITATION TO ADDRESS THE BOARD: Non-agenda, agenda, and Closed Session items.		
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.		
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.		
If anyone has any questions or concerns please contact the Executive Assistant Mr. Carlos Rodriguez at crodriguez@omiacademy.org .		
D. Ordering of the Agenda		2 m
III. Approval of Consent Items		4:24 PM
A. Minutes of June 8, 2023 Regular Meeting	Carlos Rodriguez	2 m
B. OMI Bank Account Activity (May 1, 2023 -May 31, 2023)	Jacque Eischens	10 m
C. Personnel Report	Kathryn Wong	5 m

Presenter Time

D. New Contracts	Jacque Eischens	10 m
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E. Cafeteria Aide Job Description/Salary Schedule	Kathryn Wong	5 m
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IV. Superintendent's Update

Dr. Streshly will provide the OMI Board an update on the following items:

- 2023-2024 Program Enhancements
- Fiscal Organizational Chart

V. Information/Discussion Items 4:56 PM

A. Cashflow Update	Jacque Eischens	10 m
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B. Recruitment/Enrollment	Thomas James	10 m
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C. OMI Course Catalog	Shawna Lipsey	10 m
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D. Cooperative Agreement	Thomas James	10 m
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VI. Action Items 5:36 PM

A. Approve 2023-2024 School Budget	Jacque Eischens	10 m
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B. Approve 2023-2024 Local Control Accountability Plan	Mary Streshly	10 m
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C. Approve Declaration of Need for Fully Qualified Educators	Kathryn Wong	5 m
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VII. Board Member Comments**VIII. Closing Items 6:01 PM**

A. Adjourn Meeting		1 m
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Coversheet

Minutes of June 8, 2023 Regular Meeting

Section: III. Approval of Consent Items
Item: A. Minutes of June 8, 2023 Regular Meeting
Purpose: Approve Minutes
Submitted by: Carlos Rodriguez
Related Material: Minutes for Regular Board Meeting on June 8, 2023

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on June 8, 2023.

RECOMMENDATION:

The OMI Board of Directors approve the attached minutes for the Regular Board Meeting held on June 8, 2023.



Oakland Military Institute, College Preparatory Academy

Minutes

Regular Board Meeting

Date and Time

Thursday June 8, 2023 at 4:15 PM

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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Directors Present

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

Directors Absent

None

Guests Present

8 other participants, C. Rodriguez, J. Eischens (remote), K. Wong, M. Streshly, R. Runyan (remote), S. Lipsey, T. James

I. Open Session

A. Call to Order

II. 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 Jun 8, 2023 at 4:20 PM.

C. Public Comment

Public Comment #1: Bill Tran wanted to speak on the Agendized Item, Public Hearing: Proposed Budget. He wanted to know when the students would see the improvements that will come with the increased funding due to the enrollment numbers rising. He wanted to know if more activities and more sports were coming to OMI because of the funding changes.

Public Comment #2: Diego Venegas asked about changes in the classroom. He asked what type of changes will students see in the classroom because of the newest hire of the Director of Teaching and Learning, Mr. Shann Chu.

Jerry Brown praised the rising sophomore students that came to give public comment because they were some of the first students to do so.

D. Ordering of the Agenda

J. Breckenridge made a motion to maintain the order of the agenda as it was presented at 4:26 pm.

M. Mares seconded the motion.

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

Roll Call

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

III. Approval of Consent Items

A. Minutes of May 11, 2023 Regular Meeting

J. Breckenridge made a motion to approve the minutes from Regular Board Meeting on 05-11-23.

A. Campbell Washington seconded the motion.

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

Roll Call

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

B. Personnel Report

J. Breckenridge made a motion to approve the Personnel Report.

A. Campbell Washington seconded the motion.

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

Roll Call

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

C. New Contracts

J. Breckenridge made a motion to approve the 4 new contracts (Mark Basnage, SchoolAbility, Jane Schaffer, Read 180).

A. Campbell Washington seconded the motion.

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

Roll Call

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

IV. Superintendent's Update

A. End of the Year Report

Dr. Mary Streshly introduced the newest cadet commander and cadet board member, Ryan Ton. She mentioned that Ryan will be a part of the voting process except for the confidential and legal matters starting in the fall semester.

Dr. Streshly explained that there are plans in place to have a student update at every meeting so that the Board of Directors are informed of what is happening from the student perspective.

Cadet First Lieutenant (C/1LT) Ryan Ton introduced himself as the brigade commander for the 2023-2024 school year. He explained that OMI was having the first of two entrance camps for the incoming middle school candidates and the attendance was "pretty good." He explained that the new candidates had a chance to learn about different aspects like basic CACC knowledge, drills and ceremonies, and the history of OMI. The candidates were taken on a trip to Camp Parks so that they can experience something new and develop group morale/trust.

The candidates who did not have the opportunity to pass the camp in June will have a second chance to complete camp in July.

The Wednesday that passed before the board meeting marked the final major review from the California Collaborative for Excellence in Education direct technical assistance report of OMI. Dr. Streshly came in the tail end of the process but CCEE had been working with OMI for years to this point. The CCEE gave OMI indications at areas that needed improvement and gave praise in other areas that saw growth. Dr. Ting Sun and Dr. Streshly worked together to give updates to the CCEE that improvement was shown in the areas that needed enhanced focus.

With the retirement of the CFO, Joe Wire, Dr. Streshly and others got together to explain how the transition would be working. A fiscal services organizational chart was discussed to be made and shown at the June 22, 2023 Board meeting. A management organizational chart will be made and shown at a later date. A management retreat was

scheduled so that the team could get together and discuss how to take on the upcoming school year.

The Director of Teaching and Learning position was recently filled by Shann Chu. This position was opened in order for Dr. Streshly to be able to go support teachers and students in the classroom. Being able to observe how the material is being taught and how the students are retaining the information would be a good way for the Superintendent to plan ahead for interventions that will help in aiding student learning. Shann Chu introduced himself and explained that right now he is trying to observe as much as possible and will act upon that information gathered.

Dr. Streshly expressed her content with where OMI was in the pursuit of attaining staff members in the summer.

In regards to dual enrollment and Advanced Placement classes, there is an appeal to prospective students for both so OMI should explore seeing if both types of classes are offered.

V. Information/Discussion Items

A. Summer School Update

Tim Murray gave an update on how summer school was going.

Summer school attendance projections came out to 52 students and all but 4 students attended. Since summer school had a strict attendance policy, those four students were disenrolled from the program.

The high school program would roughly take 50-60 hours to complete a semester's worth of work. Some students reported back that the program's guided notes and the instructional videos helped tremendously. The middle school enacted a blended learning math opportunity to help with credit recovery.

Some of the classes offered were English, Math, Spanish, History, Science, physical education, and military science.

Exit tickets and placement tests will be given at the end of the summer school session in order to test proficiency of the topics learned.

B. 2023 Graduates "At A Glance"

60 seniors out of 60 seniors were able to walk during the graduation.

35 of the 60 seniors are going to be attending 4 year colleges and some received financial aid that would cover 100% of their tuition.

75% of the graduating class completed the A-G requirements and were eligible to be accepted into 4 year colleges. This percentage is up from the previous year by 16% with the goal to raise the percentage to 100%.

One goal for the next school year is to submit 100% of student applications to the Oakland Promise Scholarship and others so that as much help is given to the students financially.

The students took exit surveys when they graduated and gave valuable feedback that will help with the furthering of the education of the upper classpersons ready for graduation.

VI. Public Hearing

A. 2023-2024 Proposed Budget

Jacque Eischens gave a synopsis of the 2023-2024 proposed budget.

She highlighted the May revision for the Board. She mentioned that the proposed Cost of Living Adjustment (COLA) increase would be coming out of the reduction to the Arts, Music, and Instructional materials discretionary block grants (one time fundings).

She mentioned that the high inflation, increased interest rates amongst other things are being forecasted so there is waiting to see what the state of California is going to adopt for their budget.

Marc Mares asked about the potential of bank failures and if Bridge Bank could be looked at by Jacque to bring information back to the board.

The original budget summary was projected with an enrollment count of 525 students and an average daily attendance percentage of 94%.

The small revenue deficit was due to the estimated actuals that were projected by the enrollment numbers and the attendance percentage.

She showed a breakdown of the LCFF funding based on grades 6th, 7-8th, and 9th-12th based on the prior recommendation from the Board. She explained the breakdown in the original budget revenue was based on LCFF, state special revenue, federal special revenue funds, and local funds.

There was one time funding that was not used in the 2022-2023 fiscal year that will be moved over to the 2023-2024 school/fiscal year.

Jacque expressed that OMI would be able to meet the financial obligations and maintain reserves for the next couple of years, based on the multiyear projections.

Public Comment #1: Bill Tran asked how the increased recruitment efforts and the increased funding will be seen by the students? He asked if more activities will be had. He also expressed that he wanted more communication in order for students to come to the board meetings.

B. OMI 2023-2024 Local Control Accountability Plan (LCAP)

The board adopted a 5 year LCAP plan in the previous year.

The WASC was also mirrored to the LCAP goals and as a collaborative effort between administrators and teachers, faculty, and community members.

The LCAP is the deep implementation of the recently completed year's launch of initiatives. OMI has seen changes and improvements but are at the beginning of the journey for overall improvement.

OMI used consultants that helped with the training of teachers and help of students. Since they came into the school year, OMI has a limited sample of the results but the results are trending in the positive direction.

The goal to go 1 to 1 with Chromebooks for students is trying to be materialized because students need Chromebooks to do their work in and out of school.

With the goal of beautifying the school and making the campus/school feel like a safe place, OMI is in the process of building a middle school wellness center. Also, an athletic budget has been made for building more activities and intermurals for the students.

VII. Action Items

A. 2023-2024 Board Dates

J. Wire made a motion to approve the 2023-2024 board meeting dates with the amendment that the meetings will now start at 3:45 pm.

J. Breckenridge seconded the motion.

Per the discussion of the Board and the OMI staff, four board meeting dates were removed. Dr. Streshly also changed around how the latter meetings were scheduled because of the recommendation of the Board. There will be two meetings in May and only one meeting in June.

An amendment was added to the 2023-2024 board meeting dates.

Instead of board meetings starting at 4:15 pm, they will now be starting at 3:45pm.

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

Roll Call

D. Baldwin Aye

Roll Call

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

B. Approve Form 990 + California Tax Return

J. Wire made a motion to approve the Form 990 + California Tax Return.

D. Clisham seconded the motion.

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

Roll Call

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

C. Second Reading/Action: Superintendent Contract Approval Limit Policy

J. Breckenridge made a motion to approve the Superintendent Contract Approval Limit Policy.

M. Mares seconded the motion.

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

Roll Call

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

VIII. Board Member Comments

A. Financial Statements

Joe Wire reiterated that there was an understanding in the past that the cashflow and the OMI bank activity would be displayed at every meeting.

Dr. Streshly explained that the timing of the board meeting would not allow for a comprehensive bank activity report and cashflow update.

Jerry Brown mentioned that he helped OMI with getting tax exemptions on property tax by telling the staff to file the annual tax exemption.

Admiral Jody Breckenridge gave the OMI staff praise for the detail in the documents that were presented to the board.

Marc Mares also gave praise to the OMI staff especially for the LCAP document and acknowledged that OMI needs to keep the strong relationship with the military aspect of the school so that OMI sets itself apart from other schools.

IX. Closing Items

A. Adjourn Meeting

J. Breckenridge made a motion to adjourn the meeting.

M. Mares seconded the motion.

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

Roll Call

A. Campbell Washington Aye

D. Baldwin Aye

D. Clisham Aye

J. Wire Aye

J. Brown Aye

J. Breckenridge Aye

M. Mares Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:14 PM.

Respectfully Submitted,

J. Brown

Coversheet

OMI Bank Account Activity (May 1, 2023 -May 31, 2023)

Section: III. Approval of Consent Items
Item: B. OMI Bank Account Activity (May 1, 2023 -May 31, 2023)
Purpose:
Submitted by: Jacque Eischens
Related Material: OMI Financial Statement thru May31.pdf

BACKGROUND:

Staff recommends ratification of payroll and vendor warrants paid between June 1, 2023 – June 30, 2023. Detailed information and supporting documentation are available for review in the Finance Department if needed.

Specific vendor payments and total payroll amounts paid during the specified time period are attached.

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the payroll and vendor warrants paid during the time period of June 1, 2023 – June 30, 2023.

Fiscal13a

Financial Statement

Fund 62 - Charter Fund			Fiscal Year 2022/23 Through May 2023			
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFF STATE AID - CURRENT YEAR	3,585,109.00	3,058,653.00	2,320,615.00	738,038.00	75.87
8012	EDUCATION PROTECTION ACCOUNT	1,244,411.00	1,352,850.00	1,403,667.74	50,817.74-	103.76
8019	LCFF - PRIOR YEAR ADJUSTMENTS		245,327.00		245,327.00	
8096	IN LIEU PROPERTY TAX TRANSFER	1,576,041.00	1,456,206.00	1,267,960.00	188,246.00	87.07
	Total LCFF Revenue Sources	6,405,561.00	6,113,036.00	4,992,242.74	1,120,793.26	81.67
Federal Revenue						
8181	SPECIAL ED - ENTITLEMENT	76,160.00	90,836.00		90,836.00	
8220	CHILD NUTRITION	350,000.00	267,000.00	181,135.50	85,864.50	67.84
8290	OTHER FEDERAL REVENUE	2,038,638.00	1,859,439.00	1,385,905.45	473,533.55	74.53
	Total Federal Revenue	2,464,798.00	2,217,275.00	1,567,040.95	650,234.05	70.67
Other State Revenues						
8520	CHILD NUTRITION	23,000.00	137,036.00	114,236.21	22,799.79	83.36
8550	MANDATED COST REIMBURSEMENTS	18,985.00	16,030.00	18,985.00	2,955.00-	118.43
8560	STATE LOTTERY REVENUE	85,956.00	97,280.00	56,267.44	41,012.56	57.84
8590	ALL OTHER STATE REVENUE	679,047.00	2,064,391.00	2,971,606.94	907,215.94-	143.95
8591	PY ALL OTHER STATE REVENUE		13,447.00	13,446.93	.07	100.00
	Total Other State Revenues	806,988.00	2,328,184.00	3,174,542.52	846,358.52-	136.35
Other Local Revenue						
8689	Revenue suspense			184,111.77	184,111.77-	NO BDGT
8699	ALL OTHER LOCAL REVENUE	5,000.00	139,310.00	7,332.09	131,977.91	5.26
8792	SELPA APPORTIONMENT TRANSFERS	443,527.00	355,063.00	465,262.00	110,199.00-	131.04
	Total Other Local Revenue	448,527.00	494,373.00	656,705.86	162,332.86-	132.84
	Total Year To Date Revenues	10,125,874.00	11,152,868.00	10,390,532.07	762,335.93	93.16

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	CERTIFICATED TEACHER BASE	2,451,543.00	2,258,883.00		2,204,880.62	54,002.38	97.61
1130	CERTIFICATED TEACHER EXTRA	23,500.00	115,436.00		46,662.04	68,773.96	40.42
1160	CERTIFICATED TEACHER SUBS	90,000.00	155,082.00		110,406.25	44,675.75	71.19
1200	CERTIFICATED PUPIL SUPP BASE	253,381.00	253,375.00		237,557.50	15,817.50	93.76
1230	CERTIFICATED PUPIL SUPP EXTRA		3,003.00		2,909.20	93.80	96.88
1300	CERTIFICATED SUPERVISOR/ADMIN	407,023.00	293,209.00		263,676.37	29,532.63	89.93

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 11, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)



Fiscal13a

Financial Statement

Fund 62 - Charter Fund			Fiscal Year 2022/23 Through May 2023				
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Certificated Salaries (continued)							
1330	CERTIFICATED SUP/ADMIN EXTRA	1,502.00	878.00		833.69	44.31	94.95
1900	CERTIFICATED OTHER SALARIES	49,000.00	109,716.00		111,215.35	1,499.35-	101.37
1930	CERTIFICATED OTHER EXTRA	500.00	6,145.00		6,144.19	.81	99.99
	Total Certificated Salaries	3,276,449.00	3,195,727.00	.00	2,984,285.21	211,441.79	93.38
Classified Salaries							
2100	CLASSIFIED INST AIDE SALARIES	150,543.00	94,404.00		90,050.28	4,353.72	95.39
2130	CLASSIFIED INST AIDE EXTRA		8,500.00			8,500.00	
2200	CLASSIFIED SUPPORT SALARIES	317,208.00	312,816.00		270,337.52	42,478.48	86.42
2230	CLASSIFIED SUPPORT EXTRA/OT	30,000.00	28,876.00		22,029.83	6,846.17	76.29
2300	CLASSIFIED SUPERVISOR/ADMIN	165,503.00	289,395.00		201,616.15	87,778.85	69.67
2330	CLASSIFIED SUP/ADMIN EXTRA	3,200.00	2,000.00		1,833.26	166.74	91.66
2400	CLASSIFIED CLER/TECH SALARIES	289,898.00	192,389.00		156,013.63	36,375.37	81.09
2430	CLASSIFIED CLER/TECH EXTRA/OT	500.00	4,273.00		4,099.27	173.73	95.93
2900	OTHER CLASSIFIED SALARIES		1,500.00		4,500.00	3,000.00-	300.00
2930	OTHER CLASSIFIED EXTRA/OT	6,000.00	6,000.00			6,000.00	
	Total Classified Salaries	962,852.00	940,153.00	.00	750,479.94	189,673.06	79.83
Employee Benefits							
3101	STRS-CERTIFICATED	581,774.00	527,908.00		478,541.99	49,366.01	90.65
3201	PERS-CERTIFICATED	40,938.00	69,941.00		68,711.10	1,229.90	98.24
3202	PERS-CLASSIFIED	193,413.00	213,067.00		165,097.34	47,969.66	77.49
3301	OASDI-CERTIFICATED	10,005.00	19,576.00		18,990.98	585.02	97.01
3302	OASDI-CLASSIFIED	59,132.00	57,597.00		46,174.15	11,422.85	80.17
3311	MEDICARE-CERTIFICATED	47,699.00	45,179.00		42,983.38	2,195.62	95.14
3312	MEDICARE-CLASSIFIED	13,967.00	13,627.00		10,775.59	2,851.41	79.08
3401	HEALTH & WELFARE BEN-CERT	411,260.00	402,904.00		385,463.27	17,440.73	95.67
3402	HEALTH & WELFARE BEN-CLASS	101,620.00	100,643.00		99,230.11	1,412.89	98.60
3403	HEALTH & WELFARE BEN-PAYCOM	25,644.00					NO BDGT
3501	UNEMPLOYMENT INSURANCE-CERT	30,442.00	28,521.00		19,092.24	9,428.76	66.94
3502	UNEMPLOYMENT INSURANCE-CLASS	15,177.00	16,505.00		11,047.30	5,457.70	66.93
3601	WORKERS COMP INS-CERT	36,701.00	35,193.00		33,423.88	1,769.12	94.97
3602	WORKERS COMP INS-CLASS	10,790.00	10,615.00		8,391.42	2,223.58	79.05
	Total Employee Benefits	1,578,562.00	1,541,276.00	.00	1,387,922.75	153,353.25	90.05
Books and Supplies							
4100	APPROVED TEXTBOOKS & CORE CURR	95,000.00	335,529.00		335,526.85	2.15	100.00
4200	BOOKS & REFERENCE MATERIALS	7,000.00	42,890.00	588.97	40,516.63	1,784.40	94.47

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 11, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)



Fiscal13a

Financial Statement

Fund 62 - Charter Fund **Fiscal Year 2022/23 Through May 2023**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4300	MATERIALS AND SUPPLIES	390,296.00	506,911.00	53,887.03	343,479.86	109,544.11	67.76
4320	FOOD/BEVERAGES	18,500.00	44,000.00	6,611.31	31,357.43	6,031.26	71.27
4330	FURNITURE/EQUIP UNDER \$500		12,133.00		9,525.70	2,607.30	78.51
4340	GAS FOR VEHICLES		821.00	1,074.41	2,141.78-	1,888.37	-260.87
4400	NONCAPITAL EQUIP (\$500 to <5k)	20,000.00	109,018.00	857.49	82,535.40	25,625.11	75.71
4401	Capital Asset >\$5k		44,274.00	11,962.29	33,837.36	1,525.65-	76.43
4700	FOOD (CHILD NUTRITION PROGRAM)	387,683.00	388,180.00	25,794.00	337,431.32	24,954.68	86.93
	Total Books and Supplies	918,479.00	1,483,756.00	100,775.50	1,212,068.77	170,911.73	81.69
Services and Other Operating Expenditures							
5100	SUBAGREEMENTS FOR SERVICES	70,000.00	146,549.00	19,611.70	120,488.30	6,449.00	82.22
5200	TRAVEL AND CONFERENCES	18,718.00	41,121.00	5,783.50	18,021.64	17,315.86	43.83
5300	DUES AND MEMBERSHIPS	15,000.00	21,900.00	50.00	20,404.97	1,445.03	93.17
5400	INSURANCE	120,000.00	118,432.00		113,115.61	5,316.39	95.51
5500	OPERATIONS & HOUSEKEEPING SRVS	275,000.00	295,000.00	20,401.05	269,451.08	5,147.87	91.34
5510	UTILITIES - ELECTRIC & GAS	100,000.00	125,000.00	15,425.28	102,574.72	7,000.00	82.06
5520	UTILITIES - WATER & SEWER	28,000.00	35,000.00	11,360.78	18,039.22	5,600.00	51.54
5530	WASTE DISPOSAL & RECYCLING	50,000.00	50,000.00	1,556.64	47,637.46	805.90	95.27
5600	NONCAPITALIZED REPAIRS	125,000.00	201,659.00	5,970.92	183,305.22	12,382.86	90.90
5605	Bldng Improvement <\$50,000		80,000.00		78,719.70	1,280.30	98.40
5610	FACILITIES RENT & LEASES	284,441.00	284,441.00	12,741.24	259,885.72	11,814.04	91.37
5620	EQUIPMENT RENT & LEASES	10,000.00	14,215.00	7,900.54	2,684.46	3,630.00	18.88
5710	DIRECT COST TRANSFER		30,886.00		131.06	30,754.94	0.42
5800	PROFESSIONAL/CONSULTING SRVCS	406,913.00	477,999.00	90,373.81	441,149.96	53,524.77-	92.29
5805	Catering/Restaurant		7,740.00		8,049.92	309.92-	104.00
5810	EDUCATION CONSULTANTS	969,066.00	739,902.00	13,049.53	705,042.44	21,810.03	95.29
5820	LEGAL & AUDIT SERVICES	105,000.00	90,000.00	4,939.00	55,086.00	29,975.00	61.21
5830	ADVERTISING	27,500.00	30,500.00	8,600.00	15,904.15	5,995.85	52.14
5840	SOFTWARE AND LICENCES	74,294.00	194,608.00	2,090.00	194,172.54	1,654.54-	99.78
5850	TRANSPORTATION/FIELD TRIPS	81,721.00	66,064.00	586.88	25,435.43	40,041.69	38.50
5880	MISC FEES/CHARGES/DAMAGES	133,000.00	126,712.00	15,971.51	90,750.28	19,990.21	71.62
5890	AUTHORIZER OVERSIGHT FEES	77,417.00	77,417.00			77,417.00	
5900	COMMUNICATION - PHONE/INTERNET	75,000.00	84,621.00	17,173.40	63,649.97	3,797.63	75.22
5910	PRINTING SERVICES		12,435.00		12,434.93	.07	100.00
5920	POSTAGE	2,500.00	6,000.00	1,406.35	3,889.05	704.60	64.82
	Total Services and Other Operating Expenditures	3,048,570.00	3,358,201.00	254,992.13	2,850,023.83	253,185.04	84.87

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 11, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)



Fiscal13a

Financial Statement

Fund 62 - Charter Fund **Fiscal Year 2022/23 Through May 2023**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
6600 - 6999							
6900	DEPRECIATION	350,776.00	432,457.00			432,457.00	
	Total 6600 - 6999	350,776.00	432,457.00	.00	.00	432,457.00	
Transfers of Indirect/direct support costs							
7310	INDIRECT COST TRANSFER		2,527.00-			2,527.00-	
	Total Transfers of Indirect/direct support costs	.00	2,527.00-	.00	.00	2,527.00-	
Debt Service							
7438	DEBT SERVICE - INTEREST	25,323.00	25,323.00		25,323.00		100.00
	Total Debt Service	25,323.00	25,323.00	.00	25,323.00	.00	100.00
	Total Year To Date Expenditures	10,161,011.00	10,974,366.00	355,767.63	9,210,103.50	1,408,494.87	83.92

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
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Other Financing Sources

Contributions							
8980	CONTRIBUTIONS FROM UNRESTRICT			25.00	25.00-	NO BDGT	
	Total Contributions	.00	.00	25.00	25.00-	NO BDGT	
	Total Year To Date Other Financing Sources	.00	.00	25.00	25.00-	NO BDGT	

Fiscal13a

Financial Statement

Fund 62 - Charter Fund		Fiscal Year 2022/23 Through May 2023		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9120	CASH IN BANK - BRIDGE BANK	2,880,598.21	1,011,215.81	3,891,814.02
9121	CASH IN BANK - HERITAGE BANK	1,133.55		1,133.55
9122	CASH IN BANK - 2	750.00		750.00
9123	CASH IN BANK - 3	4,155.86		4,155.86
9201	ACCOUNTS RECEIVABLE PRIOR YEAR	141,363.68	26,551.00-	114,812.68
9290	DUE FROM GRANTOR GOVERNMENTS	1,352,097.86	1,329,938.14-	22,159.72
9330	PREPAID EXPENSES		38,037.83	38,037.83
9341	OTHER CURRENT - SECURITY DEP	2,000.00	2,000.00-	
9420	LAND IMPROVEMENTS	13,540,883.09		13,540,883.09
9425	ACC DEPREC - LAND IMPROVEMENTS	4,254,750.29-		4,254,750.29-
9440	EQUIPMENT	1,519,195.24		1,519,195.24
9445	ACC DEPREC - EQUIPMENT	1,299,165.78-		1,299,165.78-
9450	WORK IN PROGRESS	399,090.64		399,090.64
	Total Assets	14,287,352.06	309,235.50-	13,978,116.56
Liabilities				
9500	ACCOUNTS PAYABLE (CURRENT)		2,350.00-	2,350.00-
9501	ACCOUNTS PAYABLE (Prior)	104,773.39	118,418.16-	13,644.77-
9502	PAYABLE - EXCESS STRS (QB BAL)	627.70	99.70-	528.00
9513	OASDI		333.88	333.88
9520	NET PAY ADJUSTMENT		1,129.95	1,129.95
9522	STRS (OMI)	27,062.95	59,432.72	86,495.67
9524	PERS (OMI)	14,114.24	14,097.71	28,211.95
9525	EXCESS STRS - EMPLOYEE	709.50		709.50
9534	MEDICARE		15.14	15.14
9535	STATE UNEMPLOYMENT INS	36.00-	32.35	3.65-
9536	WORKERS' COMPENSATION INS		10,247.30	10,247.30
9540	STATE DISABILITY INS		8,735.06-	8,735.06-
9551	MEDICAL - KAISER (OMI)	32,272.19	26,121.60-	6,150.59
9553	DENTAL - PRINCIPAL (OMI)	8,254.75	30,672.18	38,926.93
9555	VISION - PRINCIPAL (OMI)	1,532.70	5,634.10	7,166.80
9556	BASIC LIFE - PRINCIPAL	626.85	43,098.33-	42,471.48-
9557	LTD - PRINCIPAL (OMI)	48.75	7,575.83	7,624.58
9558	ADD - PRINCIPAL (OMI)	133.05	459.14	592.19
9590	DUE TO GRANTOR GOVERNMENTS	385,853.00	244,066.00-	141,787.00
9650	UNEARNED REVENUE	961,219.45	785,704.23-	175,515.22
9661	LOAN PAYABLE - CS FACILITIES	1,266,126.00	42,771.26-	1,223,354.74
	Total Liabilities	2,803,318.52	1,141,734.04-	1,661,584.48

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 11, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)



Fiscal13a

Financial Statement

Fund 62 - Charter Fund		Fiscal Year 2022/23 Through May 2023		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation (continued)				
9800 - 9999				
9999	Error Account		12,075.09-	12,075.09-
	Calculated Fund Balance	11,484,033.54	844,573.63	12,328,607.17
Beginning Fund Balance				
9791	BEGINNING FUND BALANCE	11,484,033.54		11,484,033.54
9793	AUDIT ADJUSTMENTS		335,879.94-	335,879.94-
	Total Beginning Fund Balance	11,484,033.54	335,879.94-	11,148,153.60
	Beginning Fund Balance Proof	.00	1,180,453.57	1,180,453.57
Change in Fund Balance - Excess Revenues (Expenditures)			1,180,453.57	

Memo Only - Ending Fund Balance Accounts				
		Adopted	Revised	
Reserves				
9720	RESERVE FOR ENCUMBRANCES			355,767.63
Other Designations				
9790	UNRESTRICTED NET POSITION	11,364,509.00	11,326,659.00	

Fiscal13a

Financial Statement

Fund 62 - Charter Fund		Fiscal Year 2022/23 Through May 2023				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	10,125,874.00	11,152,868.00		10,390,532.07	762,335.93	93.16
B. Expenditures	10,161,011.00	10,974,366.00	355,767.63	9,210,103.50	1,408,494.87	83.92
C. Subtotal (Revenue LESS Expense)	35,137.00-	178,502.00		1,180,428.57	646,158.94-	
D. Other Financing Sources and Uses						
Sources				25.00	25.00-	NO BDGT
LESS Uses						
E. Net Change in Fund Balance	35,137.00-	178,502.00		1,180,453.57	646,183.94-	
F. Fund Balance:						
Beginning Balance (9791)	11,399,646.00	11,484,036.00		11,484,033.54		
Audit Adjustments (9793)		335,879.00-		335,879.94-		
Other Restatements (9795)						
Adjusted Beginning Balance	11,399,646.00	11,148,157.00		11,148,153.60		
G. Calculated Ending Balance	11,364,509.00	11,326,659.00		12,328,607.17		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	11,364,509.00	11,326,659.00				
Other				355,767.63		

Coversheet

Personnel Report

Section: III. Approval of Consent Items
Item: C. Personnel Report
Purpose:
Submitted by: Kathryn Wong
Related Material: Staff Changes for June 15, 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 June 8, 2023.

RECOMMENDATION:

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

Oakland Military Institute (OMI) College Preparatory Academy School Staff as of June 15, 2023		
New Hire:		
Last Name	First Name	Job Title Description
Sanchez	Jonathan	Attendance and Registrar
Transfers:		
Last Name	First Name	Job Title Description
Promotion:		
Last Name	First Name	Job Title Description
Separations:		
Last Name	First Name	Job Title Description
Lara	Luis	Biology Teacher

Coversheet

New Contracts

Section: III. Approval of Consent Items
Item: D. New Contracts
Purpose:
Submitted by: Jacque Eischens
Related Material: Independent Contractor Agreement DC 6_13_2023.pdf
Edgenuity.pdf
TCI Middle School Licenses Q-16503.pdf
3yearPivotforOMI.pdf
Discovery Ed 6-8, Chem, Living Earth, Physics Licenses.pdf
Discovery Ed Hands on Lab Kits Grade 8.pdf
3yearEarthandSpaceforOMI.pdf
powerschool naviance 070123-063024.pdf

BACKGROUND:

In accordance with the recent fiscal policy approval regarding the superintendent's contract approval authority expansion of "up to \$50,000" during the June 8, 2023 board meeting, the OMI Board of Directors must approve all contracts for services over \$50,000 and ratify contracts under \$50,000.

Attached you will find:

Contract #1: Dominic Cacioppo- \$35,000 (1 year)

Contract #2: Edgenuity- \$60,900 (3 year)

Contract #3: TCI middle school licenses- \$26,308 (6 year)

Contract #4: Discovery Education: Pivot Interactives- \$5,100 (3 year)

Contract #5: Discovery Education: Multi Year licenses (6-8, Chemistry, Living Earth, Physics)- \$48,077 (5 year)

Contract #6: Discovery Education: Science Kits- \$4,200 (1 year)

Contract #7: Discovery Education: Earth and Space Science- \$3,150 (3 year)

Contract #8: Powerschool Naviance: \$3,318.86 (1 year)

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the attached open contracts with the potential of reaching or exceeding \$50,000 during the time period of July 1, 2023- June 30, 2024 and ratify open contracts authorized by the superintendent under \$50,000.

**INDEPENDENT CONTRACTOR AGREEMENT
BETWEEN
OAKLAND MILITARY INSTITUTE AND DOMINIC CACIOPPO**

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 **Dominic Cacioppo (“Independent Contractor”)**.

It is the desire of OMI to engage the services of 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 \$65.00 per hour, not to exceed \$35,000.00 or 537 hours for the term of this Agreement. The contractor will submit an invoice for hours worked twice per month on the 15th and the end of the month. The payments will be made within 10 days of receipt of invoice.

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:

- 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.

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 be effective on July 1, 2023, and must be signed by both parties and will terminate the date either party terminates the Agreement as provided below, or on June 30, 2024, 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 OTHERS 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:	If to OMI:
Dominic Cacioppo	Attn: Dr. Mary Streshly
4142 Wilson Lane, Concord, CA. 94521	3877 Lusk St., Oakland CA 94608
domscribble@gmail.com	mstreshly@omiacademy.org
(415) 215-4742	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.

SIGNATURES:

ON BEHALF OF OMI:

INDEPENDENT CONTRACTOR:

Dr. Mary Streshly
Superintendent, Oakland Military Institute

Dominic Cacioppo
Independent Contractor

Date: _____

Date: _____

Attachment A Scope of Services

Scope of Services will include the following: Write IEP's, attend IEP meetings as the Special Ed teacher of record and the LEA representative. Observe and train OMI Special Education teachers. Provide general consulting services to OMI's Special Education department.



Price Quote

8860 E. Chaparral Rd
 Suite 100
 Scottsdale, AZ 85250
 877-725-4257

Date 3/7/2023
Quote No. 299283
Acct. No. 05:oa:CA:12238927
Total \$60,900.00
Pricing Expires 8/31/2023

Oakland Military Institute
 3877 Lusk St
 Oakland CA 94608

Payment Schedule	Contract Start	Contract End
	8/2/2023	8/1/2026

Site	Description	Comment	End Date	Qty
1. Oakland Military Institute				
	Digital Libraries 6-12 Comprehensive All Site License (MS and HS content for math, ELA, science, social studies, electives, AP, world languages, Virtual Tutors; excludes eDynamic Learning and Purpose Prep)		08/01/2026	1
	Professional Development Webinar Training		08/01/2026	2

Subtotal \$60,900.00
Total \$60,900.00

Imagine Learning will audit enrollment count throughout the year. If more enrollments are found to be in use than purchased, Imagine Learning will invoice the customer for the additional usage.

This quote is subject to Imagine Learning LLC Standard Terms and Conditions ("Terms and Conditions"). These Terms and Conditions are available at <https://www.imaginelearning.com/standard-terms-and-conditions>, may change without notice and are incorporated by this reference. By signing this quote or by submitting a purchase order or form purchasing document, Customer explicitly agrees to these Terms and Conditions resulting in a legally binding agreement. To the fullest extent permitted under applicable law, all pricing information contained in this quote is confidential, and may not be shared with third parties without Imagine Learning's written consent.

Oakland Military Institute

Signature: _____
 Print Name: _____
 Title: _____
 Date: _____

Imagine Learning Representative

Lisa Lynch
 Account Executive
 801-717-4083
 lisa.lynch@imaginelearning.com

Not valid unless accompanied by a purchase order. Please specify a shipping address if applicable. Please e-mail this quote, the purchase order and order documentation to AR@imaginelearning.com or fax to 480-423-0213.

**Quote #: Q-16503-4**

Date: 6/5/2023

Expires On: 7/10/2023

Prepared By: Catherine Lisenby

Email: info@teachtci.com

Phone: 800-497-6138

Quote for:

Oakland Military Institute Col
 Carlos Rodriguez
 crodriguez@omiacademy.org

Ship to:

Oakland Military Institute Col
 3877 Lusk St
 Emeryville, CA 94608

Product Code	Product Name	Product Type	List Price	Customer Price	Quantity	Extended Price
MS-SS-TL-06	Middle School (6-8) Social Studies: Teacher License (6 Yrs)	Digital	\$825.00	\$825.00	4	\$3,300.00
MS-SS-SL-06	Middle School (6-8) Social Studies: Student License (6 Yrs)	Digital	\$83.00	\$83.00	155	\$12,865.00
CA-2153-6	HA! Ancient World: Student Materials (6 Yrs)	Bundle English	\$92.00	\$92.00	35	\$3,220.00
CA-2320-6	HA! Medieval World and Beyond (CA Edition): Student Materials (6 Yrs)	Bundle English	\$92.00	\$92.00	35	\$3,220.00
CA-2696-6	HA! US Through Industrialism: Student Materials (6 Yrs)	Bundle English	\$92.00	\$92.00	35	\$3,220.00

TOTAL:	\$25,825.00
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Shipping (5%) \$483.00

Grand Total	\$26,308.00
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Terms and Conditions

Business Terms

TCI's Business Terms apply to all orders. View details at <https://www.teachtci.com/tci-business-terms>

How to Order

To expedite your order and ensure you receive the pricing quoted above, please include a copy of this quote with your purchase order. Adjustments cannot be made after the order has been fulfilled. Place orders online at <https://shop.teachtci.com> or send using one of the following options:

- Email: info@teachtci.com
- Fax: 800-343-6828
- Address: 1049 El Monte Ave Ste C #607, Mountain View CA 94040 (**New as of November 2021**)

License Contact

Set up information for all licenses purchased will be sent to the contact email above unless otherwise noted.

Shipping

Shipping and handling fees do not apply to teacher and student license-only products.

Print Subscriptions

If your order includes multi-year subscriptions to print materials, you must receive delivery of the full annual quantity for the duration of your subscription. Any adjustments below the annual quantity cannot be used as a credit for future year shipments. Changes that exceed the original annual quantity must be accompanied by a new purchase order.

Student Journal Bundles

If your order contains fewer than 20 multi-year student journal bundles for any program, journals for the entire duration of the bundle will be shipped to you upfront.



ORDER FORM

Subscriber: OAKLAND MILITARY INSTITUTE

Address: 3877 LUSK ST Oakland, CA 94608-3822

Term: 7/1/2023 to 6/30/2026

Services	Start Date	End Date	Qty - Unit of Measure	Price	Total
Pivot Interactives	7/1/2023	6/30/2026	340 - Student	\$15.00	\$5,100.00
TOTAL:					\$5,100.00

Estimated applicable taxes are USD 0.00. If your organization is tax-exempt, please provide a valid exemption certificate.

This Order Form and the Discovery Education Standard Terms of Services and License available at discoveryeducation.com/terms-and-conditions (“*Standard Terms*”) constitute the entire agreement between Subscriber and Discovery Education, Inc. for the Services. By signing below, the Subscriber and Discovery Education, Inc. agree to be bound by this Order Form and the Standard Terms as of the date of last signature below.

OAKLAND MILITARY INSTITUTE

Discovery Education, Inc.

By: _____
 (Signature Required)

By: _____
 (Signature Required)

Title: _____

Title: _____

Printed Name: _____

Printed Name: _____

Date: _____

Date: _____

Please return Exhibit A with the signed Order Form.



ORDER FORM

Subscriber: OAKLAND MILITARY INSTITUTE

Address: 3877 LUSK ST Oakland, CA 94608-3822

Term: 8/1/2023 to 7/31/2028

Services	Start Date	End Date	Qty - Unit of Measure	Price	Total
CA NGSS Science Techbook Experience Grade 6 Premium - Digital Only	8/1/2023	7/31/2028	75 - Student	\$101.00	\$7,575.00
CA NGSS Science Techbook Experience Grade 7 Premium - Digital Only	8/1/2023	7/31/2028	77 - Student	\$101.00	\$7,777.00
CA NGSS Science Techbook Experience Grade 8 Premium - Digital Only	8/1/2023	7/31/2028	80 - Student	\$101.00	\$8,080.00
CA NGSS Science Techbook Experience High School Chemistry Premium - Digital Only	8/1/2023	7/31/2028	110 - Student	\$93.00	\$10,230.00
CA NGSS Science Techbook Experience High School Living Earth Premium - Digital Only	8/1/2023	7/31/2028	125 - Student	\$93.00	\$11,625.00
CA NGSS Science Techbook Experience High School Physics Premium - Digital Only	8/1/2023	7/31/2028	30 - Student	\$93.00	\$2,790.00
TOTAL:					\$48,077.00

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OAKLAND MILITARY INSTITUTE

Discovery Education, Inc.

By: _____ **By:** _____
 (Signature Required) (Signature Required)

Title: _____ **Title:** _____

Printed Name: _____ **Printed Name:** _____

Date: _____ **Date:** _____

Please return Exhibit A with the signed Order Form.

Ref. No. Q-340558



**EXHIBIT A
LICENSED SCHOOLS**

OAKLAND MILITARY INSTITUTE - 3877 LUSK ST, Oakland, CA. 94608-3822		
PRODUCT NAME	START DATE	END DATE
CA NGSS Science Techbook Experience Grade 6 Premium - Digital Only	08/01/2023	07/31/2028
CA NGSS Science Techbook Experience Grade 7 Premium - Digital Only	08/01/2023	07/31/2028
CA NGSS Science Techbook Experience Grade 8 Premium - Digital Only	08/01/2023	07/31/2028
CA NGSS Science Techbook Experience High School Chemistry Premium - Digital Only	08/01/2023	07/31/2028
CA NGSS Science Techbook Experience High School Living Earth Premium - Digital Only	08/01/2023	07/31/2028
CA NGSS Science Techbook Experience High School Physics Premium - Digital Only	08/01/2023	07/31/2028



ORDER FORM

Subscriber: OAKLAND MILITARY INSTITUTE

Address: 3877 LUSK ST Oakland, CA 94608-3822

Term: 7/17/2023 to 7/16/2024

Services	Start Date	End Date	Qty - Unit of Measure	Price	Total
CA Science Techbook Hands on Lab Kit-I (Grade 8)	7/17/2023	7/16/2024	3 - Each	\$1,400.00	\$4,200.00
TOTAL:					\$4,200.00

Estimated applicable taxes are . If your organization is tax-exempt, please provide a valid exemption certificate.

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OAKLAND MILITARY INSTITUTE

Discovery Education, Inc.

By: _____
 (Signature Required)

By: _____
 (Signature Required)

Title: _____

Title: _____

Printed Name: _____

Printed Name: _____

Date: _____

Date: _____

Please return Exhibit A with the signed Order Form.



ORDER FORM

Subscriber: OAKLAND MILITARY INSTITUTE

Address: 3877 LUSK ST Oakland, CA 94608-3822

Term: 7/1/2023 to 6/30/2026

Services	Start Date	End Date	Qty - Unit of Measure	Price	Total
Discovery Education Science Techbook, Bundle (Per Student)	7/1/2023	6/30/2026	50 - Student	\$63.00	\$3,150.00
TOTAL:					\$3,150.00

Estimated applicable taxes are USD 0.00. If your organization is tax-exempt, please provide a valid exemption certificate.

This Order Form and the Discovery Education Standard Terms of Services and License available at discoveryeducation.com/terms-and-conditions (“*Standard Terms*”) constitute the entire agreement between Subscriber and Discovery Education, Inc. for the Services. By signing below, the Subscriber and Discovery Education, Inc. agree to be bound by this Order Form and the Standard Terms as of the date of last signature below.

OAKLAND MILITARY INSTITUTE

Discovery Education, Inc.

By: _____
 (Signature Required)

By: _____
 (Signature Required)

Title: _____

Title: _____

Printed Name: _____

Printed Name: _____

Date: _____

Date: _____

Please return Exhibit A with the signed Order Form.



Remit Email: cs@powerschool.com
 Quote Date: 2-JUN-2023
 Quote #: Q-755748-2

Sales Quote - This is Not An Invoice

Prepared By: Shifali Chandrashekar
 Customer Name: Oakland Military Institute College Preparatory Academy
 Contract Term: 12 Months
 Start Date: 1-JUL-2023
 End Date: 30-JUN-2024
 Billing Frequency: Annually

Customer Contact: Mary Streshly
 Title: Superintendent
 Address: 3877 Lusk St
 City: Oakland
 State/Province: California
 Zip Code: 94608
 Phone #: (510)594-3900

Product Description	Quantity	Unit	Unit Price	Extended Price
Initial Term 1-JUL-2023 - 30-JUN-2024				
License and Subscription Fees				
Naviance Alumni Tracker		1.00	Per Building	USD 450.50
Naviance Core		451.00	Students	USD 2,868.36
Naviance Core: Assessment		451.00	Students	USD 0.00

License and Subscription Totals: **USD 3,318.86**

Quote Total

Initial Term	1-JUL-2023 - 30-JUN-2024
Amount To Be Invoiced	USD 3,318.86

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then current rates and enrollment per existing terms of the executed agreement between the parties. Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All invoices shall be paid before or on the due date set forth on invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions reflected in this quote and the applicable agreement. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months.

This renewal quote will continue to be subject to and incorporate the terms and conditions of the main services agreement executed between PowerSchool and Customer that is in effect at the time of this quote, or if no such agreement is in effect, then the terms and conditions found at https://www.powerschool.com/MSA_Feb2022/, as may be amended.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Oakland Military Institute College Preparatory Academy

Signature:



DocuSigned by:
Signature:
Mary Streshly
D5D0A4C7C09F416...

Printed Name: Eric Shander

Printed Name:

Title: Chief Financial Officer

Mary Streshly

Title:

Date: 8-FEB-2023

Superintendent

Date:

12-Jun-2023

PO Number: _____

Coversheet

Cafeteria Aide Job Description/Salary Schedule

Section: III. Approval of Consent Items
Item: E. Cafeteria Aide Job Description/Salary Schedule
Purpose:
Submitted by: Kathryn Wong
Related Material: Classified and Certificated Mgt. Salary Schedule for 6_22_23.pdf
Cafeteria Aide- Job Description.pdf

BACKGROUND:

This job description and salary schedule are for a cafeteria aide it includes the rate of pay and responsibilities.

RECOMMENDATION:

Staff recommends that the board consider approving this job description and salary schedule for a cafeteria aide.

FY 22-23 OMI Classified Mgt Salary Schedule

CLASSIFIED	Contracted Days	Step 1	Step 2	Step 3	Step 4	Step 5
NON-EXEMPT						
Tutors	185	\$ 19.00	\$ 20.00	\$ 21.00	\$ 22.00	\$ 23.00
Custodial Technician	260	\$ 21.73	\$ 22.41	\$ 23.10	\$ 23.79	\$ 24.51
Special Education/Bilingual EL Aides/After School Aides	185	\$ 21.73	\$ 22.41	\$ 23.10	\$ 23.79	\$ 24.51
Administrative Assistant/Receptionist	220/260	\$ 25.10	\$ 25.88	\$ 26.68	\$ 27.48	\$ 28.30
Cafateria Aide	220	\$ 25.10	\$ 25.88	\$ 26.68	\$ 27.48	\$ 28.30
Attendance/Registrar	220/260	\$ 26.35	\$ 27.17	\$ 28.01	\$ 28.85	\$ 29.72
Campus Monitor	220	\$ 26.70	\$ 27.53	\$ 28.38	\$ 29.23	\$ 30.11
Facilities Technician	260	\$ 29.69	\$ 30.60	\$ 31.55	\$ 32.50	\$ 33.47
Executive Assistant to the Superintendent/ Office Manager	260	\$ 31.57	\$ 32.55	\$ 33.53	\$ 34.53	\$ 35.62
Business Technician	260	\$ 31.57	\$ 32.55	\$ 33.53	\$ 34.53	\$ 35.62
Information Technology (IT) Technician/ Data Technician	260	\$ 31.75	\$ 32.55	\$ 33.53	\$ 34.55	\$ 35.62
EXEMPT						
Human Resources Manager	260	\$ 74,096	\$ 76,388	\$ 78,750	\$ 81,113	\$ 83,546
Information Technology (IT) Manager	260	\$ 80,024	\$ 82,499	\$ 85,050	\$ 87,602	\$ 90,230
Data Manager/ CALPADS Adminstrator	260	\$ 74,096	\$ 76,388	\$ 78,750	\$ 81,113	\$ 83,546
Social/Emotional Therapist	185	\$ 81,011	\$ 83,517	\$ 86,100	\$ 88,683	\$ 91,343
Chief Business Officer	260	\$ 134,786	\$ 138,954	\$ 143,252	\$ 147,683	\$ 152,250
CERTIFICATED						
	Contracted Days	Step 1	Step 2	Step 3	Step 4	Step 5
Director of Teaching & Learning	220	\$ 125,490	\$ 129,371	\$ 133,373	\$ 137,498	\$ 141,750
Director of Student Services and Special Programs	230	\$ 125,490	\$ 129,371	\$ 133,373	\$ 137,498	\$ 141,750
Student Services Coordinator	220	\$ 103,499	\$ 106,700	\$ 110,000	\$ 113,300	\$ 116,699
Instructional Coach	200	\$ 96,819	\$ 99,813	\$ 102,900	\$ 105,987	\$ 109,167
Psychologist/Speech & Language Therapist	205	\$ 87,182	\$ 91,770	\$ 96,600	\$ 101,430	\$ 106,502
Counselor/Special Education Counselor	220	\$ 81,011	\$ 83,517	\$ 86,100	\$ 88,683	\$ 91,343

One stipend authorized annually	Masters Degree	\$ 500
	Doctorate Degree	\$ 1,000

Additional Stipend annually	CACC Member	\$1,000.00
-----------------------------	-------------	------------

Longevity Annual Stipend-based on consecutive years of service with OMI	
5 YOS	\$500
10 YOS	\$1,000
15 YOS	\$2,000
20 YOS	\$3,000

Board Approved:



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

3877 Lusk Street | Oakland, CA 94608 | 510 594 3900 | oakmil.org

Job Description: Cafeteria Aide

Classified: Non-Exempt

Work Year - 220 Days

SUMMARY DEFINITION

Under direct supervision of the Chief Financial Officer (CFO), keeps OMI cafe clean, sanitary, safe, and orderly; must have exceptional time management and comply with all food health and safety regulations.

ESSENTIAL DUTIES/ RESPONSIBILITIES

- Assists in the set-up, preparation, and service of menu items in an efficient, safe, and sanitary manner.
- Properly cleaning and sanitizing all food preparation areas according to established standards of hygiene
- Washing and appropriately storing all cooking appliances, instruments, cutting boards, and dishes.
- Receives, unloads, stores, and inventories food and supplies from deliveries.
- Organizing and correctly storing food supplies
- Clean-up and handling of leftovers, disposal, and re-stocking of items following meal service.
- Safely operates a variety of kitchen equipment and appliances.
- Works cooperatively with students and adults.
- Record-keeping functions on a daily basis for breakfast, lunch, and snacks
- Performs manual and /or software procedures for point of sale for end-of-day reporting.
- Setup salad bar and clean up after service
- Prepare afterschool snacks
- Prepare breakfast and lunch during professional development
- Other related duties as assigned.

QUALIFICATIONS

The Oakland Military Institute – College Preparatory Academy (OMI) determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills, and abilities. Meeting the prerequisites only satisfies the initial



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

3877 Lusk Street | Oakland, CA 94608 | 510 594 3900 | oakmil.org

screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

Knowledge of:

- Safe working methods and procedures.
- Sound knowledge of food and health and safety regulations
- Excellent Organizational and time management skills.
- Effective communication skills.

Ability to:

- Understand and carry out simple oral and written instructions.
- Learn supplies, equipment, and methods prescribed.
- Work cooperatively with teachers and the public and get along well with supervisors, fellow workers, and students.
- Perform strenuous physical work on schedule and without immediate supervision.
- Make simple arithmetic calculations.

EXPERIENCE AND EDUCATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Must be able to possess a food handler's license, and have the ability to pass the background check.

Experience: Good work history demonstrating reliability, responsibility, and good work habits. The ability to work in a fast-paced environment.

OTHER REQUIREMENTS

Physical Requirements: Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist; reaching overhead, above the shoulders, and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information in person or on the telephone and to make presentations.

Personal Qualities: Appearance, grooming, and personality that establish a desirable example for students.



**OAKLAND MILITARY INSTITUTE
COLLEGE PREPARATORY ACADEMY**

3877 Lusk Street | Oakland, CA 94608 | 510 594 3900 | oakmil.org

Oakland Military Institute – College Preparatory Academy is an Equal Opportunity Employer. We do not discriminate on the basis of race, color, gender, handicap, age, religion, sexual orientation, or national or ethnic origin. We actively strive to build a diverse and experienced team of educators. Reasonable accommodations are made under the Americans with Disabilities Act as required by law.

Coversheet

Cashflow Update

Section: V. Information/Discussion Items
Item: A. Cashflow Update
Purpose:
Submitted by: Jacque Eischens
Related Material: OMI - 2022-23 Cashflow.pdf
OMI_Cashflow_Reporting_May31.pdf

BACKGROUND:

Attached you will find a monthly cashflow projection for the 2022-23 FY. It includes the monthly expenditures and monthly revenues.

Oakland Military Institute, College Preparatory Academy
2022-23 Adopted Budget Cash Flow Worksheet

		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
A. BEGINNING CASH	9110	2,880,598	3,001,403	2,504,567	2,561,728	2,361,811	2,605,631	2,342,212	2,704,648	2,395,110	2,279,830	4,234,603	3,891,813		
B. RECEIPTS															
LCFF Sources															
State Aid- Curent Year	8011	0	187,960	187,960	0	338,327	338,327	338,327	338,327	198,219	198,219	194,949	194,949	685,060	3,200,624
Education Protection Account (EPA)	8012	0	0	367,610	300,142			367,609			368,306		0	(50,818)	1,456,206
State Aid- Prior Year	8019	0	0	0		0	0	0	0	0	0	0	0	0	0
In Lieu Property Taxes	8096	0	92,221	184,442	122,961	122,961	122,961	122,961	122,961	188,246	94,123	94,123	188,246	0	1,456,206
Other LCFF Transfers	8091, 8097	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenue	8100-8299	0	66	54	562,129	434,044	71,624	103,994	244,220	27,509	123,402	0	60,000	590,234	2,217,275
Other State Revenue	8300-8599	0	13,555	4,888	18,447	478,175	57,468	202,259	30,220	376,655	1,868,512	124,364	35,000	0	3,209,543
Other Local Revenue	8600-8799	20,247	23,218	39,124	37,279	37,179	44,750	11,128	0	141,740	56,890	245,150	0	0	656,706
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	124,389	0	(124,364)	(25)	0	0
TOTAL RECEIPTS		20,247	317,020	784,078	1,040,957	1,410,686	635,130	1,146,278	735,728	1,056,758	2,709,452	534,222	478,170	1,224,476	12,196,560
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	19,803	271,339	306,640	287,709	297,226	278,168	298,263	301,154	303,697	297,330	322,956	99,493		3,083,778
Classified Salaries	2000-2999	39,305	79,826	85,424	82,091	65,253	69,055	64,048	64,205	67,239	64,289	69,746	52,928		803,408
Employee Benefits	3000-3999	15,502	123,336	143,059	136,190	133,394	130,140	154,458	139,592	137,872	134,791	139,588	31,016		1,418,939
Books and Supplies	4000-4999	134,063	241,925	67,102	(105)	113,805	74,046	7,201	365,368	115,574	30,323	62,767	235,054	85,000	1,532,123
Services and Operating Expenditures	5000-5999	381,651	304,514	192,300	295,011	154,335	319,314	295,840	158,055	290,023	205,490	253,491	246,473	250,000	3,346,497
Capital Outlay	6000-6999	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	25,323	0	0		25,323
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Disbursements/ Non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS		590,324	1,020,941	794,526	800,896	764,014	870,723	819,810	1,028,374	914,405	757,544	848,547	664,964	335,000	10,210,068
D. PRIOR YEAR TRANSACTIONS, Other															
Accounts Receivable	9200-9399	884,244.00	204,597.00	70,596.29	96,072.29	18,155.01	10,923.87	49,066.97	.00	2,580.81	22,253.00	-38,037.83	.00		1,320,451
Accounts Payable	9500-9630, 9650	193,362	(2,488)	2,988	536,051	421,007	38,751	13,099	16,892	260,213	19,387	(9,573)	388,491		1,878,180
(Liabilities, including Deferred Revenue)		690,882	207,085	67,608	(439,979)	(402,852)	(27,827)	35,968	(16,892)	(257,632)	2,866	(28,465)	(388,491)		(557,729)
TOTAL PRIOR YEAR TRANSACTIONS, Other															
E. NET INCREASE/DECREASE		120,805	(496,836)	57,161	(199,917)	243,820	(263,420)	362,436	(309,538)	(115,280)	1,954,773	(342,790)	(575,285)	0	1,428,763
F. ENDING CASH (A + E)		3,001,403	2,504,567	2,561,728	2,361,811	2,605,631	2,342,212	2,704,648	2,395,110	2,279,830	4,234,603	3,891,813	3,316,528		
G. ENDING CASH, PLUS ACCRUALS															4,309,361

Oakland Military Institute College Preparatory Academy

Cashflow Report June 22, 2023

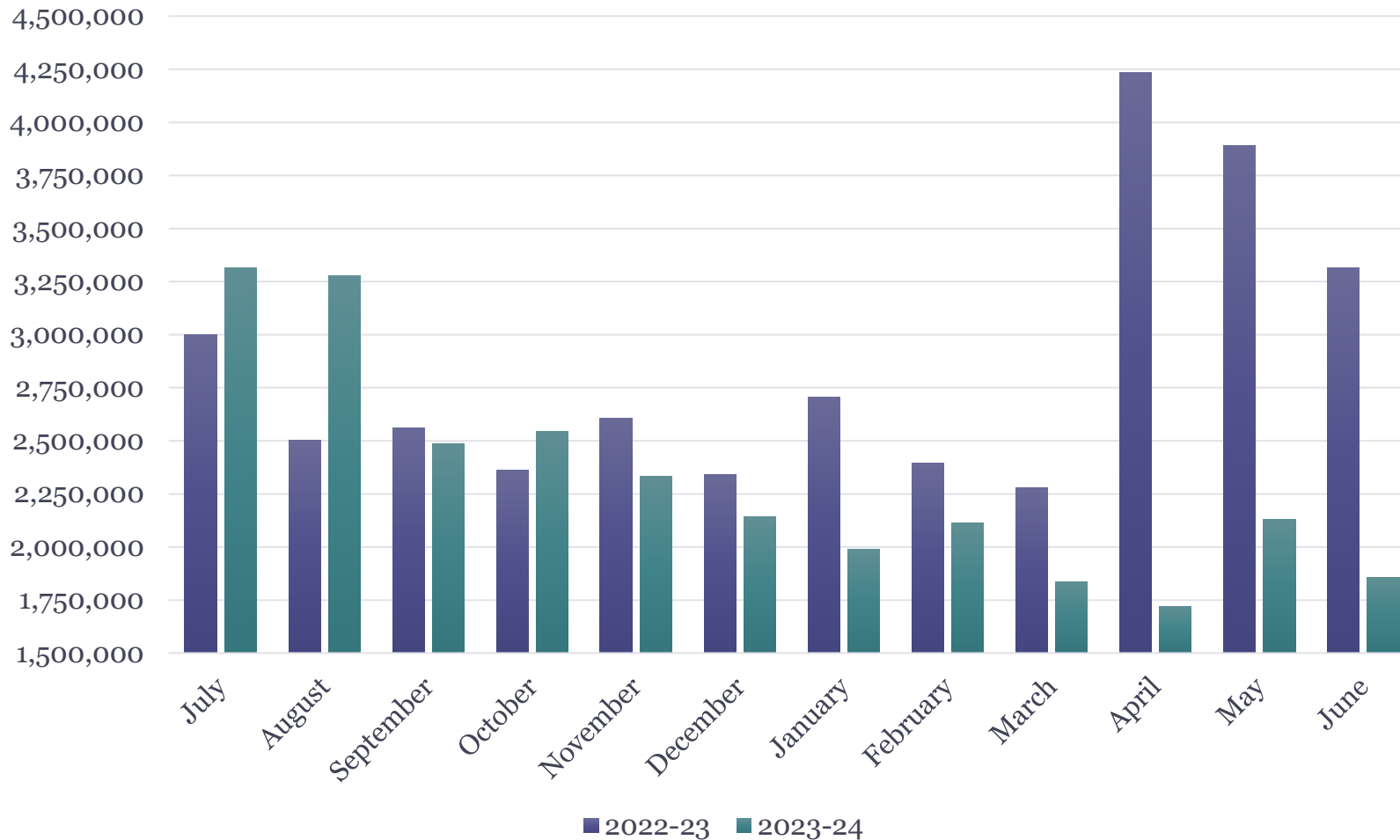
Prepared by Jacque Eischens
schoolAbility CBO Support Services



Powered by BoardOnTrack

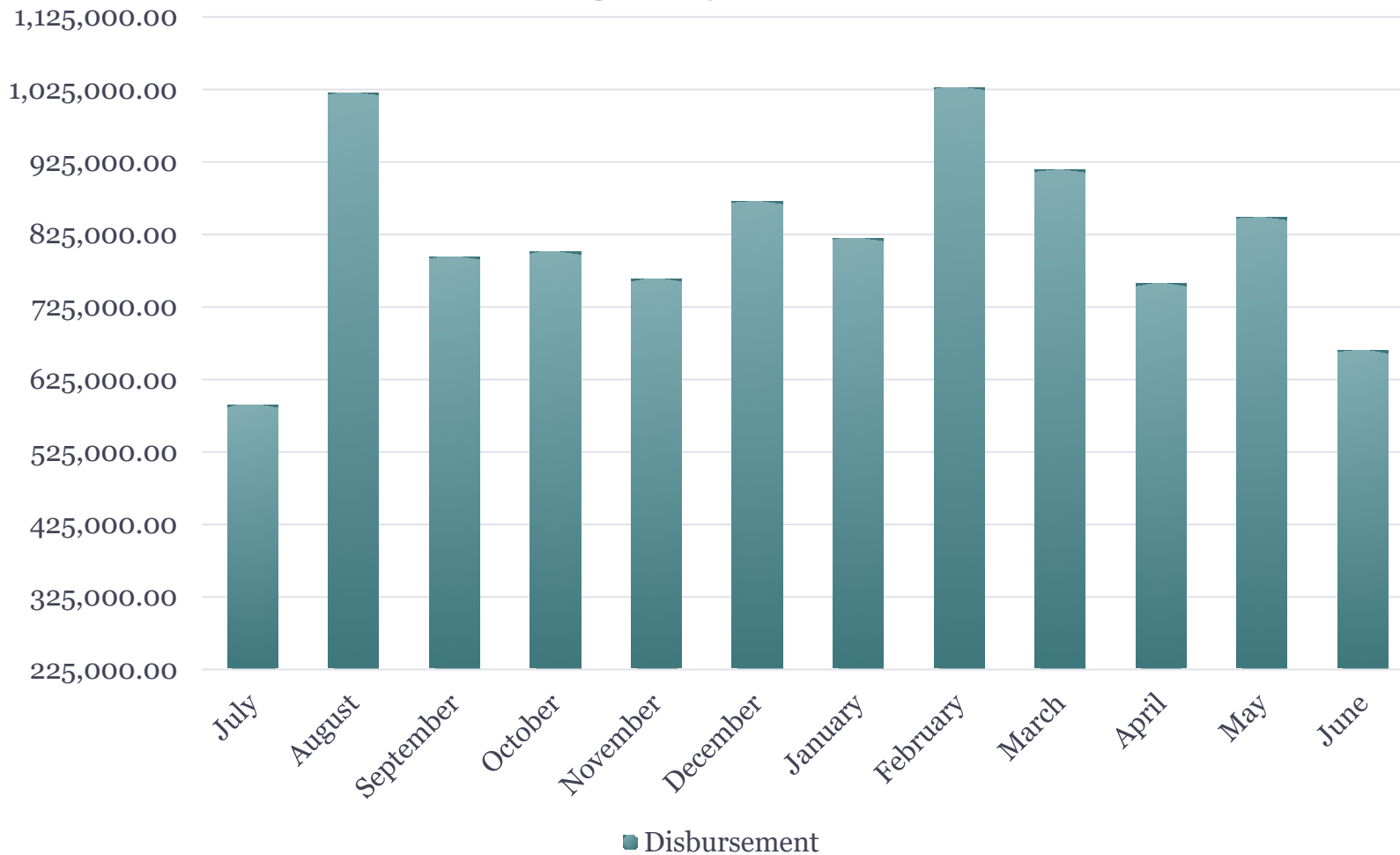


Cashflow Comparison Actuals through May 31, 2023



Disbursements

Actuals through May 31, 2023



Major Funding Allocation Schedules

LCFF Base, Supplemental, Concentration, and Extended Learning Opportunities Program

5% July –
September

9%
October –
June

Prior year
ADA July
– March

P-1 ADA
April –
June

Difference
factored
into next
year
allocations

Major Funding Allocation Schedule

Quarterly

- Education Protection Act
- Title I
- After School Safety and Education

Monthly

- Charter In-Lieu of Property Tax
- Special Education - State

October – July

- Nutrition Services

Coversheet

Recruitment/Enrollment

Section: V. Information/Discussion Items
Item: B. Recruitment/Enrollment
Purpose:
Submitted by: Thomas James
Related Material: June Recruiting Update.pdf

BACKGROUND:

June recruiting update describes 530+ enrollment projection. Details include camp completion and confirmations for second entrance camp during 10-14 July 2023.

RECOMMENDATION:

Staff recommends the Board listen and provide feedback to CMSgt Thomas James and the team.



Cadet Recruiting Update

CMSgt (CA) Thomas L. James
June 22, 2023



Cadet Recruiting Update

Key Dates

- **June 5-9** **1st Summer Entrance Camp**
- **June 23** **Candidate Introduction #4**
- **July 10-14** **Summer Entrance Camp #2**
- **August 4th** **First Day of School**



Cadet Recruiting Update

Application Dashboard ?

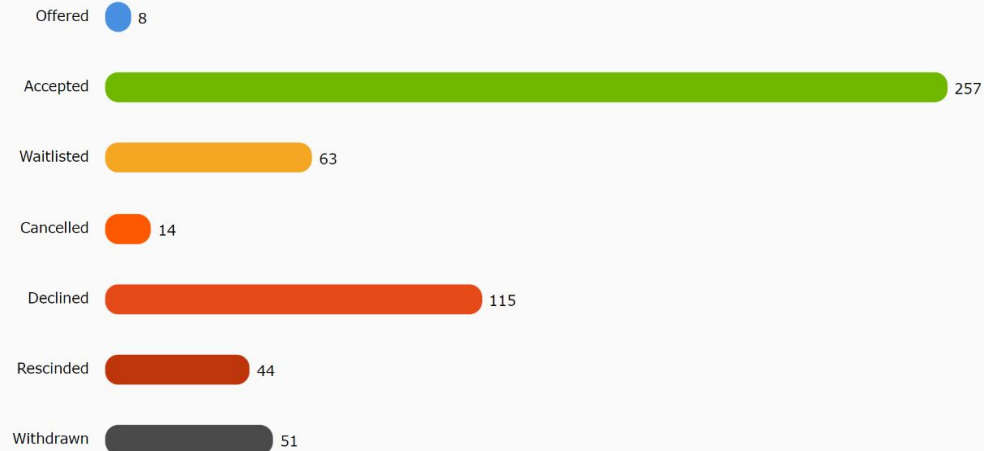
Use this dashboard to see application numbers per school and per grade.

Total Schools: 1



Overview Of All Applications

Total Applications: **552**





Cadet Recruiting Update

Completed June Summer Camp

6th	44
7th	17
8th	15
9th	2
10th	0
Total:	78

signed up for June camp: 107
that didn't pass: 8

July Summer Camp

6th	30
7th	9
8th	15
9th	29
10th	27
Total:	110

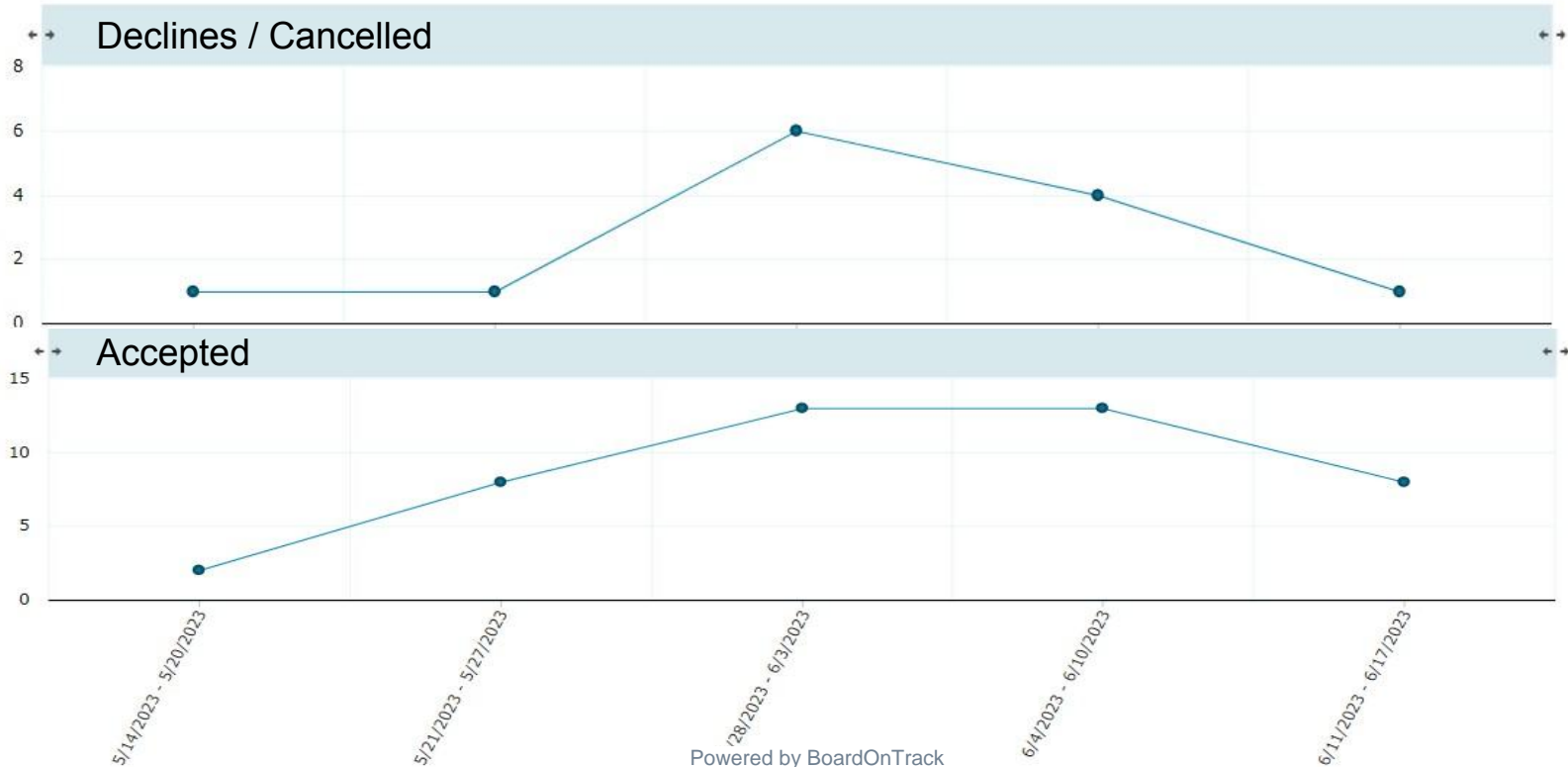
not signed up for either camp: 46



Projected Enrollment

	SY 22-23 Enrollment	Confirmed Returning	% Returning	Accepted in Oakland Enrolls	Camp 1 Reserved	Camp 1 Attended	Camp 1 Completed	Camp 2 Reserved	Projected Enrollment
2022/2023									
6	49			94	55	48	44	30	74
7	49	42	85.7%	36	21	20	17	9	68
8	65	41	83.7%	48	23	16	15	15	71
9	68	62	95.4%	35	4	2	2	29	93
10	78	66	97.1%	44	1	0	0	27	93
11	66	73	93.6%	0	0			0	73
12	60	63	95.5%	0	0			0	63
	435	347	91.8%	257	104	86	78	110	535
MS	163				>>>>>>>> >>>>>			74%	MS:213
HS	272			604					HS:322

Late Season Committment



Coversheet

OMI Course Catalog

Section: V. Information/Discussion Items
Item: C. OMI Course Catalog
Purpose:
Submitted by: Shawna Lipsey
Related Material: OMI Course Catalog 2023-2024 Draft.pdf

BACKGROUND:

This is a comprehensive list of all of the courses that are being offered at OMI in the 2023-2024 academic school year.

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the 2023-2024 OMI course catalog.

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY COURSE CATALOG 2023-2024

Dear OMI Cadets and Families,

The faculty and staff at Oakland Military Institute College Preparatory Academy (OMI) believe in the success of each and every cadet. We will do everything we can to support the academic success and personal growth of all our cadets. Our goal is for cadets to graduate "College and Career" ready. You hold the keys that will open the doors to the fulfillment of your individual academic achievements and educational growth.

The introductory pages of the course catalog outline OMI graduation requirements and site enrollment requirements. Also included is information about college entrance requirements. Our course offerings are listed by department. It is intended that families review this catalog together making informed decisions about an educational program that will interest and challenge a cadet's intellect. Cadets should be encouraged to select an academically rigorous program in order to develop their full potential. We hope that cadets will find time in their schedule to become involved in athletics and/or other co-curricular programs, which can be a very enriching part of a well-rounded educational experience.

GRADUATION REQUIREMENTS

Cadets shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency established by the OMI board of directors. The prescribed course of study for cadets shall include (Ed Code 51225.3):

Subject Area		Credits Needed
History / Social Science	World History	10
	US History	10
	American Government	5
	Economics	5
English	English	40
Mathematics	Mathematics	30
Laboratory Science	Biology	10
	Physical Science	10
Language other than English	World Language	20
Visual and Performing Art	Visual and Performing Art	10
College Preparatory Electives	Military Science / PE	40
	Electives	30
	Total Credits Required:	220

Additional Requirements:

- Earn 220 units. For each class passed with a grade of "D-" or better the cadet will receive 5 units of credits. To meet the minimum college entrance requirements, cadets must pass all classes with a "C" or better.

UC/CSU College Entrance Requirements "a-g"

"a"	History/Social Science	3 yrs. required
"b"	English	4 yrs. required
"c"	Mathematics	3 yrs. required, 4 recommended
"d"	Laboratory Science	2 yrs. required (in biology, chemistry and/or physics), 3 recommended
"e"	Language other than English	2 yrs. required, 3 years recommended
"f"	Visual and Performing Arts	1 full year of the same class
"g"	College Preparatory Electives	1 year required

Honors Courses: Oakland Military Institute College Preparatory Academy assigns extra grade points as follows for up to four units of certified honors level work: A = 5 points, B = 4 points, C = 3 points, D = 1. Cadets can see their counselor for details.

D and F Grades: D and F grades in "a-g" courses must be repeated to get UC/CSU credit. Cadets need to consult with their counselor to determine how these grades can be improved.

CADET SERVICES

COUNSELORS

Our counseling team is dedicated to cadet success. Our counselors provide comprehensive academic and

mental health support, while recognizing the individual needs of cadets within a diverse population. Counselors work with cadets in assessing, planning, and achieving their immediate and long-term goals as well as assisting cadets in developing self knowledge, self-esteem, and self-confidence to enhance cadet learning and success. Cadets are encouraged to visit their school's Cadet Services/Counseling web page for college and career planning.

ENGLISH LEARNER SERVICES

The English Learner Program provides services for cadets who do not speak English as their primary language and whose scores on a language test qualify them for the program. We offer three (3) levels of English Language Development (ELD) and additional instructional support in core academic areas.

REPORT CARDS/ GRADING SYSTEM

Report cards are available to the cadet six times a year at the close of each six-week grading period. Progress reports are given to cadets twice mid-way through the Fall and Spring semesters.

A	=	Superior achievement
B	=	Above average achievement
C	=	Average
D	=	Below average achievement
F	=	Failure to achieve minimum requirement
I	=	Incomplete*
W	=	Withdrawal from course.

* "I" grades will be converted to "F" if the Teacher Initiated Grade Change Form is not completed and submitted to the Student Data Technician within 6 weeks from the end of the grading period.

ADD, DROP, AND WITHDRAWAL POLICY

OMI Course add and/or drop requests must be received by the counseling office no later than the third day of the semester.

Peralta College course drops or withdrawals are not an automatic process. It is the responsibility of the cadet to work with their Counselor to drop the class(es) that they are not attending. Failure to drop may result in the student owing tuition and fees, receiving substandard grades, and losing eligibility for financial aid.

MID-YEAR GRADUATION REQUIREMENTS

Students who wish to graduate before the completion of eight semesters must request permission for mid-year graduation from their Academic Counselor, the Director of Student Services, and their parents. In addition, they must complete the mid-year graduation process. To be

considered for mid-year graduation, a cadet must be within thirty-five (35) credits of the required two hundred twenty (220) credits at the beginning of his/her last semester. Other requirements apply - Please see your counselor for assistance with this process.

CADET HEALTH

Cadet health helps to protect and improve the health of cadets, thus aiding their growth and development and enabling them to benefit fully from school experiences. Record of immunizations as required by California law must be presented at the time of cadet enrollment. In the event of illness, parents/guardians are notified before a cadet is sent home. If an accident or emergency exists and a parent/guardian cannot be reached, local municipal emergency services are contacted. A doctor's permission slip may be requested for a cadet to be readmitted to school. The goal is to develop in each cadet a sense of responsibility for his or her own health and an understanding of the principles upon which good health is based.

ATHLETIC PROGRAM AND ELIGIBILITY

The athletic program provides cadets with opportunities in high school athletics and for participation in competitive sports. It also encourages good scholastic standing and the completion of high school. To be eligible to participate in the program, a cadet must receive an unweighted 2.0 grade point average on the previous grading period and complete 20 credits. By rule of California Interscholastic Federation (C.I.F.), a player is limited to eight semesters of eligibility and shall not participate in interscholastic activities after he/she has reached his/her 19th birthday prior to June 15. At the present time, many graduates enjoy the benefits of athletic scholarships earned on the basis of their participation in the high school athletic program. In order to participate in the college athletics program, cadets must clear through the NCAA Eligibility center.

The following sports are highly organized, competitive activities for the participant who has a degree of athletic ability. In addition to developing athletic skills, fitness, and health, this program teaches cadet-athletes to value fair play and cooperation, and fosters a positive self-image and sense of self-worth.

Fall Season: Cross Country (co-ed), Boys Soccer, Girls Volleyball.

Winter Season: Boys Basketball, Girls Basketball.

Spring Season: Girls Soccer, Track & Field (co-ed), Boys Volleyball

Courses

["a" History/Social Science](#)

["b" English](#)

["c" Mathematics](#)

["d" Laboratory Science](#)

["e" Language Other Than English \(LOTE\)](#)

["f" Visual and Performing Arts \(VPA\)](#)

["g" College Preparatory Electives
Dual Enrollment](#)

"a" History/Social Science (3 years required)

Social Studies 6 MSD11Y

Grades: 6
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This year-long course is a study of ancient world history and geography. Cadets study the development of world civilizations in the Eastern Hemisphere, beginning with Early Humankind and the Neolithic Revolution through the development of the first major civilizations.

Social Studies 7 MSD12Y

Grades: 7
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This year-long course is a study of the social, cultural, technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, cadets study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, cadets assess the political forces let loose

by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Social Studies 8 MSD13Y

Grades: 8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This year-long course is a study of the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, cadets trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. Cadets make connections between the rise of industrialization and contemporary social and economic conditions.

Social Science Sequence--Area A

9th	10th	11th	12th
	World History HSS Electives: "Psych 1A" Introduction to General Psychology	U.S. History HSS Electives: Psych 1A* Introduction to General Psychology	Government/Economics HSS Electives: "Psych 1A" Introduction to General Psychology

World History JA03YP

Grades: 10
Duration: Year

Grad Credit: World History
 A-G Credit: "a" History
 Prerequisite: None

Among the topics covered are political thought, democracy, industrialization, imperialism, World War I, totalitarianism, World War II, and the Cold War. Students will develop an understanding of and make considered judgments regarding the historical roots of contemporary world issues, especially as they relate to international relations. Major turning points that shaped the modern world, from the late eighteenth century through the present, are the focus of this year-long course. The course is designed with an emphasis on content, literacy, inquiry, and citizenship.

United States History KA02YP

Grades: 11
 Duration: Year
 Grad Credit: US History
 A-G Credit: "a" History
 Prerequisite: None

In this course cadets examine major developments and turning points in American history from the late nineteenth century to the present. During the year the following themes are emphasized: the expanding role of the federal government; the emergence of a modern corporate economy and the role of organized labor; the role of the federal government and Federal Reserve System in regulating the economy; the impact of technology on American society and culture; changes in racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities and women; and the rise of the United States as a major world power. The course is designed with an emphasis on content, literacy, inquiry, and citizenship.

American Government LA01SP

Grades: 12
 Duration: Semester
 Grad Credit: Economics
 A-G Credit: "a" History
 Prerequisite: None

The successful completion of American Government is required for graduation. This course studies American political institutions, political processes and key political documents. It examines the values underlying our

governmental system. Included is a study of the conflicts and problems facing the American political system in the modern world. The structure and function of our federal government is of primary concern in this course; however, state and local government is also studied. This course helps the cadet to understand the ways in which human beings govern themselves and helps cultivate habits of democratic citizenship.

Economics MG03SP

Grades: 12
 Duration: Semester
 Grad Credit: Economics
 A-G Credit: "g" Elective
 Prerequisite: None

This one semester course will deepen cadets' understanding of the economic issues and institutions of the nation and world in which we live. Students will first understand common economic terms and concepts and then compare and contrast economic systems with a focus on the market system. Students will then take an in-depth look at microeconomics and macroeconomics. Students will complete the semester concentrating on issues of international trade and will consider what factors, conditions, and policies help developing nations sustain economic growth.

**“b” ENGLISH LANGUAGE ARTS
(4 years required)**

**English 6
MSA11Y**

Grades: 6
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This course sharpens reading comprehension skills, engages readers in literary analysis, and offers a variety of literature. Through a varied selection of stories, plays, and poems, many of which highlight exemplary virtues, cadets develop skills of close reading and literary analysis.

**English 7
MSA12Y**

Grades: 7
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This course targets cadets’ growth in the areas of reading, writing, listening, speaking, discussion, reflection, and viewing. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instructions. Through fiction, nonfiction, and poetry reading, cadets will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, argumentative, and research writing. The overall goal of the class is to increase the literacy and writing ability of cadets.

**English 8
MSA13Y**

Grades: 8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This course targets cadets’ growth in the areas of reading, writing, listening, speaking, discussion, reflection, and viewing. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instructions. Through fiction, nonfiction, and

poetry reading, cadets will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, argumentative, and research writing. The overall goal of the class is to increase the literacy and writing ability of cadets.

**MS ELA Enrichment
MS03YS**

Grades: 6-8
Duration: Year
Grad Credit: Elective
A-G Credit: None
Prerequisite: Reading level at least two levels below current grade level; teacher recommendation

This course is a non-college preparatory English class required for all cadets at the intensive intervention level (see Prerequisites) and taken concurrently with a grade level English course. This course uses the READ 180 instructional model, a state-approved comprehensive reading intervention program designed to meet the needs of cadets whose reading achievement is below the proficient level. These struggling readers have deficits in their understanding of the reading process and gaps in their foundational skills. READ 180 addresses these gaps by directly addressing individual needs through instructional software, high-interest literature, and direct instruction in reading skills.

English Sequence--Area B

9th	10th	11th	12th
English 9 Or English 9H <u>English Electives:</u> Student Reporting Lab	English 10 Or English 10H <u>English Electives:</u> Student Reporting Lab	English 11 Or English 11H <u>English Electives:</u> Student Reporting Lab *College English 1A (Fall) *College English 5 (Spring) *College Communications 20 (Fall) *College Communications 6 (Spring)	English 12 Or English 12 <u>English Electives:</u> Student Reporting Lab *College English 1A (Fall) *College English 5 (Spring) *College Communications 20 (Fall) *College Communications 6 (Spring)

**English 9
AB04YP
C2101A
C2101B**

Grades: 9
Duration: Year
Grad Credit: English
A-G Credit: “b” English
Prerequisite: None

This course initiates the cadet into the Freshman/Sophomore English program. It requires regular work in reading a balance of literature and nonfiction texts. This class develops the critical thinking skills necessary to complete that work successfully. Writing instruction concentrates on a variety of writing tasks (both brief and full writes) focusing on the three main writing types (narrative, explanatory/information, and argumentative). Language and vocabulary are taught in the context of the reading and writing tasks. Speaking and listening activities are designed to sharpen the cadets' facility with language and content knowledge in group activities, classroom discussion, oral readings, and formal presentations.

Honors English 9 AB05YH

Grades: 9
Duration: Year
Grad Credit: English
A-G Credit: "b" English
Prerequisite: Recommendation of 8th grade English teacher

This class begins a two-year sequence of Honors classes that prepares cadets for Advanced Placement English in the junior and senior year. It emphasizes the development of analytical reading and writing skills, particularly argumentative and informative writing and close analysis of literature and informational texts. Students read extensively from a wide range of literature and informational texts in all the major genres, from Homer to Kingsolver. They write in a variety of modes and learn strategies for becoming independent, reflective writers, with special emphasis on argumentative, information, and narrative writing. Thoughtful class discussions are an essential feature of the class, which also provides numerous opportunities for cadet oral presentations. The class also includes an intensive study of vocabulary and a review of grammar.

English 10 AB06YP C2102A C2102B

Grades: 10
Duration: Year
Grad Credit: English
A-G Credit: "b" English
Prerequisite: English 9

This course builds on the content introduced in the Freshman English program. It requires regular work in

reading a balance of literature and nonfiction texts. This class develops the critical thinking skills necessary to complete that work successfully. Writing instruction concentrates on a variety of writing tasks (both brief and full writes) focusing on the three main writing types (narrative, explanatory/information, and argumentative). Language and vocabulary are taught in the context of the reading and writing tasks. Speaking and listening activities are designed to sharpen the cadets' facility with language and content knowledge in group activities, classroom discussion, oral readings, and formal presentations.

Honors English 10 AB07YH

Grades: 10
Duration: Year
Grad Credit: English
A-G Credit: "b" English
Prerequisite: Recommendation of 9th grade English teacher

This is an accelerated Honors class that focuses on reading major works of European and American literature analytically, and developing advanced interpretive writing skills. It continues the intensive program of analytical reading and writing begun in Honors English 9, and is intended to prepare cadets for eventual success in Advanced Placement English. Students read extensively from works by major writers. The course includes a vigorous writing program that requires cadets to write clearly and thoughtfully in a variety of modes, with special emphasis on interpretive and writing. Class discussions of literature and numerous oral presentations by cadets are key features of the class, which also incorporates an intensive study of vocabulary and a review of grammar.

English 11 AB08YP C2103A C2103B

Grades: 11
Duration: Year
Grad Credit: English
A-G Credit: None
Prerequisite: English 10

A year-long, ten credits, non-college preparatory, general course open 11th graders explores the works and themes of texts through novels, short stories and plays. In grade 11 cadets are increasingly sophisticated in their thinking and performances displaying a critical and thoughtful stance toward their coursework and the problems of the

day. Their reasoning and debating skills are never better, they welcome the opportunity to engage in meaningful discussions and debates. Expectations are for the volume, pace, and depth of reading and writing to increase to new levels.

Honors English Language and Composition AB09YH

Grades: 11
 Duration: Year
 Grad Credit: English
 A-G Credit: "b" English
 Prerequisite: Recommendation of 10th grade
 English teacher

An AP level course in English Language and Composition engages cadets in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make cadets aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way conventions and the resources of language contribute to effectiveness in writing. AP courses must comply with the specific curricular requirements of the College Board advanced placement program.

English 12 AB10YP C2104A C2104B

Grades: 12
 Duration: Year
 Grad Credit: English
 A-G Credit: "b" English
 Prerequisite: English 11

This course provides an intensive study of the dynamics and structure of the English language, including the essential skills of composition development, writing style, critical reading, writing and analysis, academic vocabulary, grammatical structure and rules, and academic verbal discussion as outlined and in accordance with the California Common Core Standards. Cadets will critically read and evaluate various forms and types of texts including novels, poetry, informational texts and visual texts.

Honors English Literature and Composition AB11YH

Grades: 12
 Duration: Year
 Grad Credit: English
 A-G Credit: "b" English, "g" Elective
 Prerequisite: Recommendation of 12th grade
 English teacher

This honors course is designed to prepare cadets for the English Literature and Composition Advanced Placement Examination or the English Equivalency Examination of the California State University System. By reading and discussing a wide range of world literature, cadets will become familiar with the modes by which writers explore the important questions posed by humans regarding our existence and will understand the relationship between literary form and content.

ENGLISH LANGUAGE DEVELOPMENT

MS ELD Fundamentals

MSA17Y
9104MF

Grades:	6-8
Duration:	Year
Grad Credit:	None
A-G Credit:	None
Prerequisite:	Proficiency in English is at Beginning and very Early Intermediate level (score of 1 on ELPAC)

The intent of the course is to provide instruction in ELD at just above the cadet's English proficiency level with the aim of having cadet's progress through the ELD levels while acquiring the English language skills in reading, writing, listening, and speaking necessary to function proficiently at their grade level on the CA CCSS for ELA/Literacy standards. The ELD standards follow a research-based progression of second language acquisition from emerging to bridging levels of English. Teachers will use the strategies, skill development, and cognitive rigor of the ELA standards as a tool in teaching the ELD standards at the cadet's level of English proficiency.

MS ELD A

MSA18Y
9104MA

Grades:	6-8
Duration:	Year
Grad Credit:	None
A-G Credit:	None
Prerequisite:	Completion of ELD Fundamentals with a grade of C or better OR demonstration of proficiency in English at the Early Intermediate level (score of 2 on ELPAC)

The intent of the course is to provide instruction in ELD at just above the cadet's English proficiency level with the aim of having cadet's progress through the ELD levels while acquiring the English language skills in reading, writing, listening, and speaking necessary to function proficiently at their grade level on the CA CCSS for ELA/Literacy standards. The ELD standards follow a research-based progression of second language acquisition from emerging to bridging levels of English.

Teachers will use the strategies, skill development, and cognitive rigor of the ELA standards as a tool in teaching the ELD standards at the cadet's level of English

MS ELD B

MSA19Y
9104MB

Grades:	6-8
Duration:	Year
Grad Credit:	None
A-G Credit:	None
Prerequisite:	Completion of ELD A with a grade of C or better OR demonstration of proficiency in English at the Intermediate level (score of 3 on ELPAC)

The intent of the course is to provide instruction in ELD at just above the cadet's English proficiency level with the aim of having cadet's progress through the ELD levels while acquiring the English language skills in reading, writing, listening, and speaking necessary to function proficiently at their grade level on the CA CCSS for ELA/Literacy standards. The ELD standards follow a research-based progression of second language acquisition from emerging to bridging levels of English. Teachers will use the strategies, skill development, and cognitive rigor of the ELA standards as a tool in teaching the ELD standards at the cadet's level of English proficiency.

HS ELD Fundamentals

AB03YP

Grades:	9-12
Duration:	Year
Grad Credit:	Elective
A-G Credit:	None
Prerequisite:	Proficiency in English is at Beginning and very Early Intermediate level (score of 1 on ELPAC)

The intent of the course is to provide instruction in ELD at just above the cadet's English proficiency level with the aim of having cadet's progress through the ELD levels while acquiring the English language skills in reading, writing, listening, and speaking necessary to function proficiently at their grade level on the CA CCSS for ELA/Literacy standards. The ELD standards follow a research-based progression of second language acquisition from emerging to bridging levels of English. Teachers will use the strategies, skill development, and cognitive rigor of the ELA standards as a tool in teaching

the ELD standards at the cadet's level of English proficiency.

ELD A AB01YP

Grades: 9-12
 Duration: Year
 Grad Credit: English (1 year only)
 A-G Credit: "b" English (1 year of A or B only)
 Prerequisite: Completion of ELD Fundamentals with a grade of C or better OR demonstration of proficiency in English at the Early Intermediate level (score of 2 on ELPAC)

The intent of the course is to provide instruction in ELD at just above the cadet's English proficiency level with the aim of having cadet's progress through the ELD levels while acquiring the English language skills in reading, writing, listening, and speaking necessary to function proficiently at their grade level on the CA CCSS for ELA/Literacy standards. The ELD standards follow a research-based progression of second language acquisition from emerging to bridging levels of English. Teachers will use the strategies, skill development, and cognitive rigor of the ELA standards as a tool in teaching the ELD standards at the cadet's level of English proficiency.

HS ELD B AB02YP

Grades: 9-12
 Duration: Year
 Grad Credit: English (1 year only)
 A-G Credit: "b" English (1 year of A or B only)
 Prerequisite: Completion of ELD A with a grade of C or better OR demonstration of proficiency in English at the Intermediate level (score of 3 on ELPAC)

The intent of the course is to provide instruction in ELD at just above the cadet's English proficiency level with the aim of having cadet's progress through the ELD levels while acquiring the English language skills in reading, writing, listening, and speaking necessary to function proficiently at their grade level on the CA CCSS for ELA/Literacy standards. The ELD standards follow a research-based progression of second language acquisition from emerging to bridging levels of English. Teachers will use the strategies, skill development, and

cognitive rigor of the ELA standards as a tool in teaching the ELD standards at the cadet's level of English proficiency.

HS ELD B/ELA Literacy AB12YP

Grades: 9-12
 Duration: Year
 Grad Credit: Elective
 A-G Credit: None
 Prerequisite: Reading level at least two levels below current grade level; teacher recommendation

This course is a non-college preparatory English class required for all cadets at the intensive intervention level (see Prerequisites) and taken concurrently with a grade level English course. This course uses the READ 180 instructional model, a state-approved comprehensive reading intervention program designed to meet the needs of cadets whose reading achievement is below the proficient level. These struggling readers have deficits in their understanding of the reading process and gaps in their foundational skills. READ 180 addresses these gaps by directly addressing individual needs through instructional software, high-interest literature, and direct instruction in reading skills.

“C” MATHEMATICS
(3 years required, 4 years recommended)

Mathematics 6

MSB11Y
1008

Grades: 6
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

Mathematics 6 focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Mathematics 6 Advanced

MSB12Y

Grades: 6
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: Math teacher recommendation

Mathematics 6 focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Mathematics 7

MSB13Y
7-2424

Grades: 7
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: Completion of Math 6

Mathematics 7 focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Mathematics 7 Advanced

MSB14Y
24247H

Grades: 7
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: C or better in Math 6/Advanced Math 6 and Math teacher recommendation

Advanced Mathematics 7 is a year-long course that combines Math 7 and Math 8 content in preparation for Algebra I the following year. This course does not partially or fully fulfill any high school graduation requirement for Mathematics.

Mathematics 8

MSB15Y
8-2403

Grades: 8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: Completion of Math 7

Mathematics 8 focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying Pythagorean Theorem.

MS Algebra I

MSB16Y
24038H

Grades: 8
Duration: Year

Grad Credit: None
 A-G Credit: None
 Prerequisite: C or better in Math 7/Advanced Math 7 and Math teacher recommendation

Advanced Mathematics 8/Algebra I cadets will learn skills, application and theory in order to reason symbolically. The key content involves translating and solving real-life applications and writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations are solved by factoring, completing the square, graphically, or by application of the quadratic formula. The course also includes study of translations, monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, absolute value, inductive and deductive reasoning, ratio and proportion, and a wide variety of problem solving situations.

Math Sequence--Area C

9th	10th	11th	12th
Algebra 1 Math Enrichment	Geometry Math Enrichment	Algebra 2	Trig/Pre-Calculus Statistics *College Business Math
Geometry	Algebra 2	Trig/Pre-Calc Statistics *College Trig-Pre-Calc	Calculus Statistics *College Business Math

Algebra I BC01YP C2403A C2403B

Grades: 9-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: Completion of Math 8

Algebra I involves translating and solving real-life applications and writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Quadratic equations are solved by factoring, completing the square, graphically, or by application of the quadratic formula. The course also includes study of translations, monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, absolute value, inductive and deductive reasoning, ratio and proportion, and a wide variety of problem solving situations.

Geometry BC02YP C2408A C2408B

Grades: 9-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: C or better in Algebra I

Geometry emphasizes the development of the concepts of symmetry, congruence and similarity; emphasizes the integration of algebra and geometry; provides experiences in synthetic and analytical methods of proof including the structure of an axiomatic system, stresses the areas of plane figures, and introduces the concept of space geometry.

Algebra II BC03YP C2407A C2407B

Grades: 9-12
 Duration: Year
 Grad Credit: Mathematics
 A-G Credit: "c" Mathematics
 Prerequisite: C or better in Algebra I

Algebra II course model aligns to the Common Core Math Standards outlined in the CA Math Framework. Cadets begin the course with a study of sequences, which is also an opportunity to revisit linear and exponential functions. Cadets also study polynomial identities and use some key identities to establish the formula for the sum of the first n terms of a geometric sequence. Cadets extend exponent rules to include rational exponents to solve equations involving square and cube roots before developing the idea of complex numbers, in order to solve quadratic equations with non-real solutions. Building on rational exponents, cadets use logarithms to solve for unknown exponents, and are introduced to the number e and its use in modeling continuous growth through logarithmic functions. Cadets also learn to transform these functions graphically and algebraically. Furthermore, cadets work with the unit circle to make sense of trigonometric functions and use those functions to model periodic relationships. Finally, statistical inference focuses on analyzing data from experiments using normal distributions. Cadets learn to account for variability in data and estimate population mean, margin of error, and proportions using sampling and simulations.

Statistics

BC04YP
4602
4602A
4602B
4602D

Grades: 10-12
Duration: Year
Grad Credit: Mathematics
A-G Credit: "c" Mathematics
Prerequisite: B or better in Algebra II

Statistics is a year-long course designed to expose cadets to the basics of statistical testing. Cadets will learn how to collect, organize, display and analyze data, and subsequently draw conclusions from it. The elements of probability will also be explored. This course will expose cadets to the four broad themes of introductory statistics: 1. Exploring and organizing data: cadets will observe patterns and departures from patterns. 2. Sampling and experimentation: cadets will conduct studies to produce data by determining what to measure and how the measurements should be made. 3. Anticipating patterns: cadets will use probability to anticipate patterns and simulate random events. 4. Statistical inference: cadets will make estimates about populations and form and test hypotheses. Upon successful completion of this course cadets will know the appropriate method to use in order to collect, organize and analyze data in an unbiased manner in a variety of situations.

Pre-Calculus

BC05YP
2410A
2410B

Grades: 10-12
Duration: Year
Grad Credit: Mathematics
A-G Credit: "c" Mathematics
Prerequisite: C or better in Algebra II

This year-long course combines the trigonometric, geometric, and algebraic concepts needed to prepare cadets for the study of Calculus. The main topics in the course are (1) complex numbers, (2) rational functions, (3) trigonometric functions and (4) their inverses, (5) inverse function, (6) vectors and (7) matrices and (8) parametric and (9) polar curves. A graphing calculator is recommended.

H Calculus

BC06YH
9258

Grades: 9-12
Duration: Year
Grad Credit: Mathematics
A-G Credit: "c" Mathematics
Prerequisite: C or better in Pre-Calculus

Calculus is a one-year course designed for cadets to have the chance to sample college mathematics with the intention of bridging high school and college mathematics. Students who have completed Pre-Calculus should view Calculus as the next logical step in their mathematical development. This course provides cadets an opportunity to learn college-level material in a high school environment over the course of a full school year. The purpose of this course is to cover differential and elementary integral calculus at an introductory level. After acquiring this fundamental understanding of calculus, our cadets will be well prepared for the rigor of college level mathematics.

Math Enrichment

ZX02YS

Grades: 9-12
Duration: Year
Grad Credit: Elective
A-G Credit: None
Prerequisite: Math level at least two levels below current grade level;
teacher recommendation

This course is a non-college preparatory Math class required for all cadets at the intensive intervention level (see Prerequisites) and taken concurrently with a grade level Math course.

“d” LABORATORY SCIENCE
(2 years required, 3 recommended)

Science 6
 MSC11Y
 1010

Grades: 6
 Duration: Year
 Grad Credit: None
 A-G Credit: None
 Prerequisite: None

A one-year course utilizes a blended method of learning. Cadets will learn life science theories in an online and hands-on learning environment. Topics include: Natural systems, climate and weather, climate and life and human impacts on our environment.

Science 7
 MSC12Y
 2621

Grades: 7
 Duration: Year
 Grad Credit: None
 A-G Credit: None
 Prerequisite: None

A one-year course utilizes a blended method of learning. Cadets will learn life science theories in an online and hands-on learning environment. Topics will be centered around: Changing matter, matter and energy, influencing ecosystems.

Science 8
 MSC13Y
 2610

Grades: 8
 Duration: Year
 Grad Credit: None
 A-G Credit: None
 Prerequisite: None

A one-year course utilizes a blended method of learning. Cadets will learn physical science theories in an online and hands-on learning environment. Physical science topics will be centered around: Interacting objects, universal forces, evolution in action, and investigating Earth's biodiversity.

Science Sequence--Area D

9th	10th	11th	12th
Biology	Chemistry Earth Science	Physics Physics H	*College Physical Geography *College Physical Anthropology

Biology
 GD01YP
 C2603A
 C2603B

Grades: 9-12
 Duration: Year
 Grad Credit: Life Science
 A-G Credit: “d” Laboratory Science
 Prerequisite: None

A one-year course, which fulfills college entrance laboratory science requirements for the University of California. This course emphasizes the development of scientific thinking through investigation of the natural world. The course is designed around the High School Next Generation Science Standards (NGSS) and Performance Expectations for Life Science, and Earth and Space Science. Students engage in science and engineering practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts. Crosscutting concepts help cadets explore connections across the four domains of science, including physical science, life science, Earth and space science, and engineering design.

Chemistry
 HD02YP

Grades: 10-12
 Duration: Year
 Grad Credit: Physical Science
 A-G Credit: “d” Laboratory Science
 Prerequisite: C or better in Algebra I

A one-year course, which fulfills college entrance laboratory science requirements for the University of California. This course emphasizes the development of scientific thinking through investigation of the natural world. The course is designed around the High School Next Generation Science Standards (NGSS) and Performance Expectations for Physical Science, and Earth and Space Science. Students engage in science and engineering practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts. Crosscutting concepts help cadets explore connections

across the four domains of science, including physical science, life science, Earth and space science, and engineering design.

Earth & Space Science

HD06YP

Grades: 9-12
 Duration: Year
 Grad Credit: Physical Science
 A-G Credit: "d" Laboratory Science
 Prerequisite: None

Course description needed.

Physics

HD03YP

Grades: 9-12
 Duration: Year
 Grad Credit: Physical Science
 A-G Credit: "d" Laboratory Science
 Prerequisite: Biology with a C or better

A one-year course, which fulfills college entrance laboratory science requirements for the University of California. This course emphasizes the development of scientific thinking through investigation of the natural world. The course is designed around the High School Next Generation Science Standards (NGSS) and Performance Expectations for Physical Science, and Earth and Space Science. Students engage in science and engineering practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts. Crosscutting concepts help cadets explore connections across the four domains of science, including physical science, life science, Earth and space science, and engineering design.

Dual Enrollment - Anthr 1: Introduction to Physical Anthropology

ZX17SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "B2" transferable
 Prerequisite: 2.5+ GPA and C or better in Biology

This in-person synchronous course offered through Merritt College analyzes the study of human beings and their ancestors: Emphasis on relationships to other mammals, physical record of evolution, and processes responsible for evolution.

Dual Enrollment - Geog 1: Physical Geography

ZX16SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "B1" transferable
 Prerequisite: 2.5+ GPA and C or better in Biology

This in-person synchronous course offered through Merritt College analyzes the basic elements of the earth's physical systems and processes: Earth-sun relations, weather, climate, water, plate tectonics, landforms, soils, and ecosystems and their interrelationships and global distribution patterns.

**“e” LANGUAGES OTHER THAN ENGLISH
(2 years required, 3 years recommended)**

LOTE Sequence--Area E

Spanish 1	Spanish 2	Spanish 3H	*College Spanish 1A/1B
Spanish for Spanish Speakers 1	Spanish for Spanish Speakers 2	*College Spanish 1A/1B	*College Spanish Elective

Spanish 1, 2, 3

NE01YP Level 1

NE02YP Level 2

NE03YP Level 3

Grades:	9-12
Duration:	Year
Grad Credit:	World Language
A-G Credit:	“e” Language other than English “g” Elective (except for Spanish 1)
Prerequisite:	Students must receive a grade of “C” or higher to move to next level

Students will develop their communicative skills by using Spanish daily, with integrated practice in listening, speaking, reading and writing in Spanish. They will use the language to explore Hispanic countries and cultures, and will make comparisons and connections with their own. This course is taught primarily in Spanish, and requires daily preparation and practice.

Spanish for Heritage Speakers 1, 2

NE04YP Level 1

NE05YP Level 2

2220 Level 1

2230 Level 2

Grades:	9-12
Duration:	Year
Grad Credit:	World Language
A-G Credit:	“e” Language other than English “g” Elective
Prerequisite:	Oral proficiency in Spanish and cadets must receive a grade of “C” or higher to move to next level

This college prep course is designed for cadets who are proficient in spoken Spanish. It is also an immersion class for cadets who have completed three years of Spanish. The course is designed to enrich reading and writing skills

with integrated instruction in history, geography, culture, and literature.

**Dual Enrollment - Spanish 1A: Elementary
Spanish
ZX10SS**

Grades:	10-12
Duration:	Semester
Grad Credit:	Elective (10 high school credits, 5 college credits)
A-G Credit:	None, UC/CSU “C2” transferable
Prerequisite:	2.5+ GPA and Spanish I or Spanish for Spanish Speakers I
Corequisite:	Spanish for Spanish Speakers I

This in-person synchronous course offered through Merritt College is the first course that analyzes the study and practice in understanding, speaking, reading, and writing Spanish: Emphasis on understanding basic grammatical concepts and vocabulary building; reading in Spanish and Spanish-American life and culture.

**Dual Enrollment - Spanish 1B: Elementary
Spanish
ZX11SS**

Grades:	10-12
Duration:	Semester
Grad Credit:	Elective (10 high school credits, 5 college credits)
A-G Credit:	None, UC/CSU “C2” transferable
Prerequisite:	2.5+ GPA and Spanish II or Spanish for Spanish Speakers II
Corequisite:	Spanish for Spanish Speakers II

This in-person synchronous course offered through Merritt College is the second course that analyzes the study and practice in understanding, speaking, reading, and writing Spanish: Emphasis on understanding basic grammatical concepts and vocabulary building; reading in Spanish and Spanish-American life and culture.

**“f” VISUAL AND PERFORMING ARTS
(1 year required)**

**MS Band
MSE11Y
2300M 7-8 Band**

Grades: 7-8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This band class is the entry-level band for all incoming band students. It is a yearlong course intended for the intermediate instrumental music cadet. The course content involves a remedial review of instrumental music fundamentals with the emphasis on the elements of musical performance: concepts or pitch, rhythm, tone production, harmony, form, texture, dynamics, tempo and timbre. The development of aesthetic perception, creative expression, historical and cultural context, aesthetic valuing and connecting and applying learned performance toward careers in the performing arts are fundamental components of all instruction in the performing arts.

**Band I
QF02YP**

Grades: 9-12
Duration: Year
Grad Credit: Visual and Performing Art
A-G Credit: “f” Visual and Performing Arts
Prerequisite: None

This band class is the entry-level band for all incoming band students. It is a yearlong course intended for the intermediate instrumental music cadet. The course content involves a remedial review of instrumental music fundamentals with the emphasis on the elements of musical performance: concepts or pitch, rhythm, tone production, harmony, form, texture, dynamics, tempo and timbre. The development of aesthetic perception, creative expression, historical and cultural context, aesthetic valuing and connecting and applying learned performance toward careers in the performing arts are fundamental components of all instruction in the performing arts.

**Band II
QF03YP**

Grades: 9-12
Duration: Year
Grad Credit: Visual and Performing Art
A-G Credit: “f” Visual and Performing Arts
Prerequisite: Band I

The primary focus of this course is on ensemble and solo instrumental performance. Cadets will hone their technical and musical skills on their instruments ultimately increasing their confidence and ability to express themselves through music. Cadets will take part in performance opportunities and share their artistic development with the community. Cadets will be able to apply their music theory skills to analyze their current repertoire to better understand performance practices and artistic sensitivity of musical genres.

VPA Pathways--Area F

9th	10th	11th	12th
Basic Visual Art Broadcast Journalism: Student Reporting Lab (Yearbook)			
Band 1 Guitar 1	Band 2	*College Music Theory 15A (Fall) *College Music Theory 15B (Spring)	

**Basic Visual Art
QF01YP**

Grades: 9-12
Duration: Year
Grad Credit: Visual and Performing Art
A-G Credit: “f” Visual and Performing Arts
Prerequisite: None

This introductory course seeks to guide cadets through the exploration of the foundations of visual arts knowledge and skills, while connecting to other subjects, their lives, and the larger world. Cadets will examine concepts through research, collaboration, and presentation. The course serves as a prerequisite for all advanced visual arts courses in high school.

**Broadcast Journalism: Student Reporting Lab
ZG04YP**

Grades: 10-12
Duration: Year
Grad Credit: Visual and Performing Art
A-G Credit: “g” Elective
“f” Visual and Performing Arts
Prerequisite: None

This course is designed to give cadets hand-on experience with producing short news broadcasts. Cadets will choose the topics, and as a team, plan the broadcast, interview subjects, choose locations, and sound, video, and make final production edits. This course is offered with the cooperation and affiliation of PBS NewsHour Student Reporting Labs. PBS NewsHour Student Reporting Labs is a project-based learning program that supports teachers and young people to report on important issues in their community, creating impactful video reports for local media outlets and the national PBSNewsHour. The PBS NewsHour Student Reporting Labs program has been shown to significantly increase students' digital media literacy and critical thinking skills.

Guitar QF04YP

Grades: 10-12
 Duration: Year
 Grad Credit: Visual and Performing Art
 A-G Credit: "f" Visual and Performing Arts
 Prerequisite: None

This course cadets will develop and refine skills which will enhance personal expression through guitar performance. The skills we will focus on include general technique, musicianship, ear training, sight reading, music theory, music history and individual and ensemble performance. While the primary focus is on guitar performance, each cadet who completes this course will develop musical skills that will transfer to other instruments and musical goals. Although this serves as an introductory level course, those with more advanced skills will nonetheless benefit from review of basics and additionally have the opportunity to customize their technical and music repertoire. This course will also offer opportunities for cadets to collaborate with other instrumentalists to form ensembles featuring instruments like: vocals, drums, and bass. There will also be opportunities for cadets to study and perform traditional folk music and world music.

Yearbook QF05YP

Grades: 9-12
 Duration: Year
 Grad Credit: Visual and Performing Art
 A-G Credit: "f" Visual and Performing Arts
 Prerequisite: None

Cadets work in an office-like atmosphere and are responsible for planning, designing, marketing, and distributing the book, all while meeting publisher's deadlines. Students will use the latest technology while

learning about reporting, writing, editing, marketing, photography, design and business. Seniors who have been on staff for two or more consecutive years will be eligible to become the editor-in-chief. Summer get-togethers are held for new and experienced staff members, and meetings are mandatory for those who wish to participate in selecting the design of the book.

Dual Enrollment - Music 15A: Jazz, Blues, and Popular Music in the American Culture ZX04SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "G" transferable
 Prerequisite: 2.5+ GPA

This in-person asynchronous course offered through Merritt College analyzes historical and critical components of American music. Focus on environments from which its many forms have emerged and its role in social history; development of blues, folk, jazz, rock, and other popular music forms in the twentieth century.

Dual Enrollment - Music 15B: Jazz, Blues, and Popular Music in the American Culture ZX05SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "G" transferable
 Prerequisite: 2.5+ GPA

This in-person asynchronous course offered through Merritt College analyzes the study of the contemporary music scene with in-depth investigation of trends in artistic expression music as a revolutionary force, the role of the music industry, analysis of performances and interviews.

**“g” COLLEGE PREPARATORY
ELECTIVES/MILITARY SCIENCE/PE
(10 + 40 = 50)**

MS Speech & Debate

MSE12Y
2112-M

Grades: 7-8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: None

This course will develop and improve public speaking, argumentative, and critical thinking skills in communication settings. Cadets will prepare and deliver speeches and participate in several in-class debates and forums on current topics. Techniques will be taught to control speech anxiety, and structure and organize information to present to a variety of audiences. As such, the fundamentals of physical and vocal delivery skills, use of language and gesturing, as well as listening skills will be learned.

MS Study Skills (IEP Required)

MSE10Y
7-400
8-400

Grades: 7-8
Duration: Year
Grad Credit: None
A-G Credit: None
Prerequisite: Active IEP/504 Plan

This one year course is designed to assist the special education or 504 Plan cadets to progress in his/her general education classes and to prepare for advancing to the next grade level. AVID strategies will be used in this course and cadets will be required to keep a organizer/planner, participate in Socratic Seminar, tutorials, and Cornell note taking. This course is required for all 7th and 8th grade cadets as outlined in their IEP.

Academic Tutor/Student Assistant

ZX12SS

Grades: 11-12
Duration: Year
Grad Credit: Elective
A-G Credit: “g” Elective

Prerequisite: On-track for graduation, have good attendance and discipline records. Tutor should be English-proficient and meet minimum GPA expectation of 2.0 or higher

Academic Tutor is an elective yearlong course that trains and equips cadets to tutor and support peers in their academic classes. Cadet tutors will develop essential collaborative and interpersonal communication skills. Cadet tutors will assist teachers in providing academic and organizational skills to cadets, which includes, but is not limited to: English, Languages Other Than English, Mathematics, Sciences, Social Sciences, Visual or Performing Arts. Cadet tutors will receive instruction, strategies, and training using the inquiry method that encourages higher level thinking by students. By the end of the course, cadet tutors will be able to build relationships with fellow cadets, support peers in their mastery of curriculum using a variety of strategies, describe how learning occurs and how some people struggle with learning, participate in community of learners and monitor progress towards ideal tutoring, and market their skills as a tutor for further job opportunities.

Advisory ZX13SS

Grades: 11-12
Duration: Year
Grad Credit: Elective
A-G Credit: None
Prerequisite: On-track for graduation, have good attendance and discipline records.

Course description needed.

Broadcast Journalism: Student Reporting Lab

Course # Here

Grades: 10-12
Duration: Year
Grad Credit: Visual and Performing Art
A-G Credit: “g” Elective
“f” Visual and Performing Arts
Prerequisite: None

This course is designed to give cadets hand-on experience with producing short news broadcasts. Cadets will choose the topics, and as a team, plan the broadcast, interview subjects, choose locations, and sound, video, and make final production edits. This course is offered

with the cooperation and affiliation of PBS NewsHour Student Reporting Labs. PBS NewsHour Student Reporting Labs is a project-based learning program that supports teachers and young people to report on important issues in their community, creating impactful video reports for local media outlets and the national PBSNewsHour. The PBS NewsHour Student Reporting Labs program has been shown to significantly increase students' digital media literacy and critical thinking skills.

Study Skills (IEP Required) ZG05YP

Grades: 9-12
Duration: Year
Grad Credit: Elective
A-G Credit: None
Prerequisite: Active IEP/504 Plan

This one year course is designed to assist the special education or 504 Plan cadets to progress in his/her general education classes and to prepare for the exit exam. The cadets who need assistance with all or part of the exit exam will be given materials specifically designed for this purpose. AVID strategies will be used in this course and cadets will be required to keep a organizer/planner, participate in Socratic Seminar, tutorials, and Cornell note taking. This course is required for all 9th grade cadets and will be required for 10th grade cadets who do not meet the exit criteria in the 9th grade.

MILITARY SCIENCE

Military Science/PE Beginning MSF12Y

Grades: 6-8
Duration: Year
Grad Credit: Military Science/PE
A-G Credit: None
Prerequisite: None

This is the foundational course in the middle school series for cadets who are newly learning the fundamentals and principles of the California Cadet Corps (CACC) and the organization of the quasi-military system. The CACC provides the framework for applied leadership. Cadets will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

Military Science/PE Intermediate MSF13Y

Grades: 7-8
Duration: Year
Grad Credit: Military Science/PE
A-G Credit: None
Prerequisite: None

This is the second course in the middle school series that incorporates the fundamentals and principles of the California Cadet Corps (CACC) and the organization of the quasi-military system. The CACC provides the framework for applied leadership. Cadets will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

Military Science/PE Advanced MSF14Y

Grades: 7-8
Duration: Year
Grad Credit: Military Science/PE
A-G Credit: None
Prerequisite: None

This third course in the middle school series for cadets who have attained the rank of Sergeant or above. The course incorporates the fundamentals and principles of the California Cadet Corps (CACC) and the organization of the quasi-military system. The CACC provides the framework for applied leadership. Cadets will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

MS Student Leaders OG11YP

Grades: 9-12
Duration: Year
Grad Credit: Military Science
A-G Credit: "g" (Elective)
Prerequisite: None

This course is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the cadet's individual

knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, while positively impacting the entire student body.

Military Science 9/PE OG12YP

Grades: 9-12
Duration: Year
Grad Credit: Military Science/PE
A-G Credit: PE
Prerequisite: None

This course incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides the framework for applied leadership. Cadets will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

Military Science 10/PE OG13YP

Grades: 10-12
Duration: Year
Grad Credit: Military Science/PE
A-G Credit: "g" Elective
Prerequisite: None

This is the second course in a series that incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides the framework for applied leadership. Cadets will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

Military Science 11/PE OG14YP

Grades: 11-12
Duration: Year
Grad Credit: Military Science/PE

A-G Credit: "g" Elective
Prerequisite: None

This is the third course in a series that incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides the framework for applied leadership. Cadets will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

Military Science 12/PE OG15YP

Grades: 12
Duration: Year
Grad Credit: Military Science
A-G Credit: "g" Elective
Prerequisite: None

This is the fourth course in a series that incorporates the fundamentals and principles of the California Cadet Corps (CACC) and is organized as a quasi-military system. The CACC provides the framework for applied leadership. Cadets will learn military subjects, broaden understanding of citizenship, build leadership capacity, and develop a wellness practice. This learning will occur through daily lessons, physical fitness programs, wellness activities, and service projects.

Student Leaders OG01YP

Grades: 9-12
Duration: Year
Grad Credit: Military Science
A-G Credit: "g" (Elective)
Prerequisite: None

This course is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the cadet's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, while positively impacting the entire student body.

DUAL ENROLLMENT

Dual Enrollment - Anthr 1: Introduction to Physical Anthropology ZX17SS

Grades:	10-12
Duration:	Semester
Grad Credit:	Elective (10 high school credits, 3 college credits)
A-G Credit:	None, UC/CSU "B2" transferable
Prerequisite:	2.5+ GPA and C or better in Biology

This in-person synchronous course offered through Merritt College analyzes the study of human beings and their ancestors: Emphasis on relationships to other mammals, physical record of evolution, and processes responsible for evolution.

Dual Enrollment- Business 10: Introduction to Business ZX13SS

Grades:	10-12
Duration:	Semester
Grad Credit:	Elective (10 high school credits, 3 college credits)
A-G Credit:	None, UC/CSU "G" transferable
Prerequisite:	2.5+ GPA

This in-person synchronous course offered through Merritt College surveys various phases of business, organization, finance, personnel, production, marketing, managerial controls, and government-based relations.

Dual Enrollment- Business 76: Entrepreneurship ZX23SS

Grades:	10-12
Duration:	Semester
Grad Credit:	Elective (10 high school credits, 3 college credits)
A-G Credit:	None, UC/CSU "G" transferable
Prerequisite:	2.5+ GPA

This in-person synchronous course offered through Merritt College provides an introduction to principles of international e-commerce and entrepreneurship: Emphasis on developing a business plan for conducting online commerce; market analysis; product access; payment methods; promotion; and back-end technology requirements for creating an e-commerce site.

Dual Enrollment - CIS 1: Introduction to Computer Information Systems ZX19SS

Grades:	10-12
Duration:	Semester
Grad Credit:	Elective (10 high school credits, 4 college credits)
A-G Credit:	None, UC/CSU "A3" transferable
Prerequisite:	2.5+ GPA

This in-person synchronous course offered through Merritt College analyzes the general nature of computer hardware, software and systems: Hands-on applications include introduction to word processing, spreadsheet, database management and presentation software, and a brief introduction to web browsing and e-mail.

Dual Enrollment - Communications 20: Interpersonal Communications ZX06SS

Grades:	10-12
Duration:	Semester
Grad Credit:	Elective (10 high school credits, 3 college credits)
A-G Credit:	None, UC/CSU "A1" transferable
Prerequisite/Corequisite:	2.5+ GPA and Student Reporting Lab

This in-person asynchronous course offered through Merritt College analyzes communication needs and improvement of skills: listening, perception, nonverbal communication, semantics, and conflict management.

Dual Enrollment - Communications 6: Intercultural Communications ZX07SS

Grades:	10-12
Duration:	Semester
Grad Credit:	Elective (10 high school credits, 3 college credits)

college credits)
 A-G Credit: None, UC/CSU "D" transferable
 Prerequisite/Corequisite: 2.5+ GPA and Student Reporting Lab

This in-person asynchronous course offered through Merritt College analyzes the dynamics of intercultural communication as it applies to the diversity of American cultures: Cultural concepts, language style, content, ethnic perspectives perceptions and stereotypes, symbols, and roles as they facilitate or hinder effective verbal and nonverbal communication theories.

Dual Enrollment - Geog 1: Physical Geography ZX16SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "B1" transferable
 Prerequisite: 2.5+ GPA and C or better in Biology

This in-person synchronous course offered through Merritt College analyzes the basic elements of the earth's physical systems and processes: Earth-sun relations, weather, climate, water, plate tectonics, landforms, soils, and ecosystems and their interrelationships and global distribution patterns.

Dual Enrollment - Music 15A: Jazz, Blues, and Popular Music in the American Culture ZX04SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "G" transferable
 Prerequisite: 2.5+ GPA

This in-person asynchronous course offered through Merritt College analyzes historical and critical components of American music. Focus on environments from which its many forms have emerged and its role in social history; development of blues, folk, jazz, rock, and other popular music forms in the twentieth century.

Dual Enrollment - Music 15B: Jazz, Blues, and Popular Music in the American Culture ZX05SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "G" transferable
 Prerequisite: 2.5+ GPA

This in-person asynchronous course offered through Merritt College analyzes the study of the contemporary music scene with in-depth investigation of trends in artistic expression music as a revolutionary force, the role of the music industry, analysis of performances and interviews.

Dual Enrollment - Journalism 21: News Writing ZX20SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU transferable
 Prerequisite: 2.5+ GPA and Student Reporting Lab
 Corequisite: Student Reporting Lab

This in-person synchronous course offered through Merritt College provides an introduction to evaluating, gathering and writing news in accepted journalistic style: Feature and opinion writing emphasizing expository writing, logic, critical thinking, and points of view: role of the reporter, and legal and ethical issues related to newspaper writing.

Dual Enrollment - Psych 1A: Introduction to General Psychology ZX18SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU "D" transferable
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Merritt College analyzes the scientific principles of psychology: Application of scientific research in understanding learning, human development, biological processes, personality, behavior disorders, social psychology, and adjustment of the human organism.

Dual Enrollment - Sociology 1: Introduction to Sociology ZX08SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU transferable
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Merritt College analyzes scientific principles of psychology: Application of scientific research in understanding learning, human development, biological processes, personality, behavior disorders, social psychology, and adjustment of the human organism.

Dual Enrollment - Sociology 2: Social Problems ZX09SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 3 college credits)
 A-G Credit: None, UC/CSU transferable
 Prerequisite: 2.5+ GPA

This in-person synchronous course offered through Merritt College analyzes the study of society through application of sociological principles and critical thinking skills to the identification and analysis of selected social problems: Poverty, racism, crime, and population control.

Dual Enrollment - Spanish 1A: Elementary Spanish ZX10SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 5 college credits)
 A-G Credit: None, UC/CSU "C2" transferable
 Prerequisite: 2.5+ GPA and Spanish I or Spanish for Spanish Speakers I
 Corequisite: Spanish for Spanish Speakers I

This in-person synchronous course offered through Merritt College is the first course that analyzes the study and practice in understanding, speaking, reading, and writing

Spanish: Emphasis on understanding basic grammatical concepts and vocabulary building; reading in Spanish and Spanish-American life and culture.

Dual Enrollment - Spanish 1B: Elementary Spanish ZX11SS

Grades: 10-12
 Duration: Semester
 Grad Credit: Elective (10 high school credits, 5 college credits)
 A-G Credit: None, UC/CSU "C2" transferable
 Prerequisite: 2.5+ GPA and Spanish II or Spanish for Spanish Speakers II
 Corequisite: Spanish for Spanish Speakers II

This in-person synchronous course offered through Merritt College is the second course that analyzes the study and practice in understanding, speaking, reading, and writing Spanish: Emphasis on understanding basic grammatical concepts and vocabulary building; reading in Spanish and Spanish-American life and culture.

All courses are open to all cadets regardless of race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (BP 5145.3)

Coversheet

Cooperative Agreement

Section: V. Information/Discussion Items
Item: D. Cooperative Agreement
Purpose:
Submitted by: Thomas James
Related Material: Cooperative Agreement Update_20230616.pdf

BACKGROUND:

The Cooperative Agreement update provides current military department response to insurance and desired statutory language changes.



OAKLAND MILITARY INSTITUTE
3877 Lusk Street
Oakland, California 94608

NGCA-YCP-OMI-CO

16 June 2023

MEMORANDUM FOR THE BOARD OF DIRECTORS, OAKLAND MILITARY INSTITUTE
COLLEGE PREPARATORY ACADEMY

SUBJECT: Cooperative Agreement Update

1. On 31 May 2023, the fourth draft version of the Oakland Military Institute (OMI) cooperative agreement titled, OMI_CA_20230531_Final was sent for consideration and approval. Two recent actions suggest a delay in reaching a Cooperative Agreement before 30 June 2023, when the attached current Memorandum of Understanding ends. The Military Department's Force Structure, Resources, and Assessment (J8) Staff began collaboration on 8 June 2023, with the Office of Risk Management (ORM) for an insurance plan. MAJ Schoenwandt asked ORM to provide a policy by 1 July 2023.

2. On 15 June 2023, Youth and Community Programs began internal discussion to amend the California Military and Veterans Code (CMVC) 531 and 532 to enable an agreement directly with OMI Board of Directors. Recommendations for statutory language changes include:

a.

(1) Original:

531. The Adjutant General may enter into a cooperative agreement with the City of Oakland and a school district for the purposes of establishing an Oakland Military Institute. The program would provide a structured, disciplined environment that would be conducive to learning in a college preparatory environment. In addition to academic skills, pupils would develop leadership, self-esteem, and a strong sense of community.

(2) Proposed Revision:

Eliminate 531. Oakland Military Institute, as a stand-alone school district, would then be authorized under 532 (a)(1) [see below]

b.

(1) Original:

532. (a) (1) Subject to subdivision (b), the Adjutant General may enter into a cooperative agreement with the governing board of a school district or a county office of education for the purpose of establishing, pursuant to existing statutory authority in the Education Code, a military academy to be operated as a charter school, pursuant to Part 26.8 (commencing with Section 47600) of Division 4 of Title 2 of the Education Code, or as one of the existing alternative education options, available under the Education Code. The program would provide a structured, disciplined environment that would be conducive to learning in a college preparatory environment. In addition to academic skills, students would develop leadership, self-esteem, and a strong sense of community. An academy established

"AGE QUOD AGIS"

1

pursuant to this section shall comply with the Education Code.

(2) Proposed Revision:

No change. OMI would no longer be a separate authorization

3. The three prior version of this CA submitted for consideration include versions:

- a. OMI Cooperative Agreement Draft v20221107, sent 7 November 2022
- b. OMI_CA_20220202_Final, sent 2 February 2023
- c. OMI_CA_20230328_Final, sent 28 March 2023

4. Any questions can be directed to the undersigned at tjames@omiacademy.org.

FOR THE SUPERINTENDENT

Attachment:



Thomas L. James, CMSgt (CA), CSG
Commandant

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE CALIFORNIA MILITARY DEPARTMENT
THE
OAKLAND MILITARY INSTITUTE**

In accordance with the California Military and Veterans Code, Section 53 1, this Memorandum of Understanding (MOU) is executed by and between the California Military Department (CMD), and the Board of Directors (BOD) of the Oakland Military Institute (OMI). Written modification of this MOU may be made by mutual agreement as set forth below. It is mutually understood and agreed by and between both parties that:

I. TERM

The term of the Agreement shall be from 01 July 2021 until 30 Jun 2023.

II. GOVERNANCE

The Military Department and BOD agree that the goal of the program is the matriculation of graduates into institutions of higher learning. The Military Department and BOD agree that the BOD shall be the governing agency of the Institute. The formula by which directors are appointed shall be as determined in the Bylaws of the Oakland Military Institute.

III. RESPONSIBILITIES AND FUNDING REQUIREMENTS OF OMI BOARD OF DIRECTORS

The Oakland Military Institute BOD shall act in all ways consistent with local, state and federal laws and with the terms of the charter as approved by the Oakland Unified School District. The following are the responsibility of the BOD:

- a. Secure the facility to house the OMI, to include:
 - 1) Negotiations and funding arrangements for specified renovations to the facility.
 - 2) Negotiations and funding arrangements to maintain in the facility in accordance with local codes and regulations.
- b. Negotiations and funding arrangements for any rent or lease costs for the facility.
- c. Provide for any needs of the OMI not specifically funded or authorized in the Governor's budget to the CMD or appropriated to the OMI by the State of California through the Department of Education.
- d. Provide leadership, direction and take overall responsibility for all fundraising efforts initiated by the OMI.
- e. Provide leadership, direction and take overall responsibility for the educational program at the OMI, including the hiring of a principal(s), teachers and support staff with charter school block grant funding appropriated by the State of California.
- f. Work in good faith with the CMD to develop a long-term strategic plan for the operation and funding of OMI.

IV. RESPONSIBILITIES AND FUNDING REQUIREMENTS OF CMD

The California Military Department shall act in all ways consistent with local, state and federal laws and with the terms of the charter as approved by the Oakland Unified School District. The following are the responsibility of the CMD:

a. Provide funding for the Institute that is authorized annually in the Governor's budget to support the Military Department's role in the Institute. The Commandant will oversee all military components. This funding is subject to Military Department approval as necessary.

b. Assign and pay for a Commandant, and military cadre as provided for in salary funds of the CMD budget for OMI. The Commandant, and cadre are appointed by the Military Department with the concurrence of the BOD. The Commandant is the Commander of Troops at OMI. The Commandant is responsible for providing the OMI with a military environment and training program that will:

- 1) Develop leadership traits in students.
- 2) Emphasize teamwork by students.
- 3) Foster student physical fitness.
- 4) Reinforce life skills and promote the likelihood of future success.
- 5) Instill self-discipline in students.

The Commandant facilitates the military science program at OMI and reports directly to the OMI Superintendent for Tactical Control (TACON) which involves the daily activities at the school. The Commandant also reports to the Commander, Youth and Community Programs Task Force (YCPTF) for Administrative Control (ADCON). The Commandant is tasked with the accomplishment of the mission and the seamless integration of the military science program into the overall academic course offerings at OMI.

The BOD shall be empowered to conduct external evaluations of CMD personnel using OMI instructional standards.

Matters involving the hiring, evaluation, termination, or renewal/non-renewal of CMD personnel at OMI that cannot be resolved at the Commandant level will be forwarded in writing from the Superintendent to the Commander, YCPTF for resolution. When a mutually acceptable resolution cannot be reached on a personnel matter, The Adjutant General or his/her designated representative agrees to meet with the BOD in a regular or special meeting of the Board (In closed session) to seek an agreement.

c. Effective July 2021, O&E operating funds authorized annually in the Governor's budget to support the Military Department's role in the Institute will be provided directly to the OMI to support academy operations. The allocation is:

- 1) \$290,000 for FY 21-22
- 2) \$300,000 for FY 22-23

Pending other fiscal constraints, the remaining O&E operating funds authorized annually in the Governor's budget to support the Military Department's role in the Institute will be provided by the CMD for the following operating expenses:

- 1) Uniforms and military awards for students.
- 2) A two week "Summer Camp" for new students applying for admittance to the Institute.
- 3) A week of "Advance Camp " for the student transitioning from eight grade to nine grade High School.
- 4) Leadership training for students/cadets.
- 5) Outdoor education training such as R.O.P.E.S, orienteering and bivouacs.
- 6) Other expenditures necessary to carry out the responsibilities of the

Commandant.

7) Assist with enrollment of CACC Summer Camp

d. Work in good faith with the BOD to develop a long-term strategic plan for the operation and funding of OMI

V. LEGAL REQUIREMENTS

In accordance with the California Military and Veterans Code, the COMMAND enters into this agreement with the understanding that OMI will continue to operate as a non-residential public Charter School that provides a structured, disciplined environment conducive to learning in a college preparatory environment.

Both parties agree that the OMI will continue to operate as a public Charter School, authorized and established in accordance with California law and as a California Nonprofit Public Benefit Corporation established to perform the business and personnel services for the school consistent with its charter as granted by the Oakland Unified School District.

This agreement is valid and enforceable only if sufficient funds are made available for the OMI by the Budget Act for each Fiscal Year of this agreement. This agreement is further subject to any additional restrictions, limitations, or conditions enacted by the Legislature and contained in the Budget Bills or any statute enacted by the Legislature which may affect the provisions, terms, or funding of this agreement.

VI. AUDIT AND MONITORING

The CMD reserves the right for the Military Department Internal Review Office (MDIRO) or authorized representative to conduct audits of OMI's finance and compliance records maintained in connection with the operations and services provided by the CMD. In the event of such an audit, OMI agrees to provide the MDIRO or authorized representative with reasonable access to OMI's records. The CMD agrees that such audits will be performed at CMD expense.

VII. SEVERABILITY/TERMINATION

Both parties reserve the right to terminate this agreement upon (30) day's written notices to the other party in the event the terms of the MOU are not being fulfilled.

MAJ CHRISTOPHER SCHOENWANDT
Chief of Purchasing and Contracting
State Military Department

12.20.2021

(Date)

MICHAEL DODSON
SUPERINTENDENT
Oakland Military Institute
Authorized Board Representative

12/17/2021

(Date)

Coversheet

Approve 2023-2024 School Budget

Section: VI. Action Items
Item: A. Approve 2023-2024 School Budget
Purpose:
Submitted by: Jacque Eischens
Related Material: Original Budget.pdf

BACKGROUND:

Jacque Eischens will present the 2023-24 budget with current revenue projections and expenditures for the 2023-24 fiscal year.

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the 2023-24 School Budget.

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

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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 1st through June 30th. 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 1st and 2nd 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
Cost of Living Adjustment (COLA)			
LCFF COLA*	8.22%	3.94%	3.29%
Employer Benefit Rates			
CalSTRS	19.10%	19.10%	19.10%
CalPERS-Schools	27.00%	28.10%	28.10%
Lottery			
Unrestricted per ADA	\$170	\$170	\$170
Proposition 20 per ADA	\$67	\$67	\$67
Mandated Block Grant			
Charters			
K-8 per ADA	\$18.34	\$19.83	\$20.53
9-12 per ADA	\$50.98	\$55.12	\$57.07

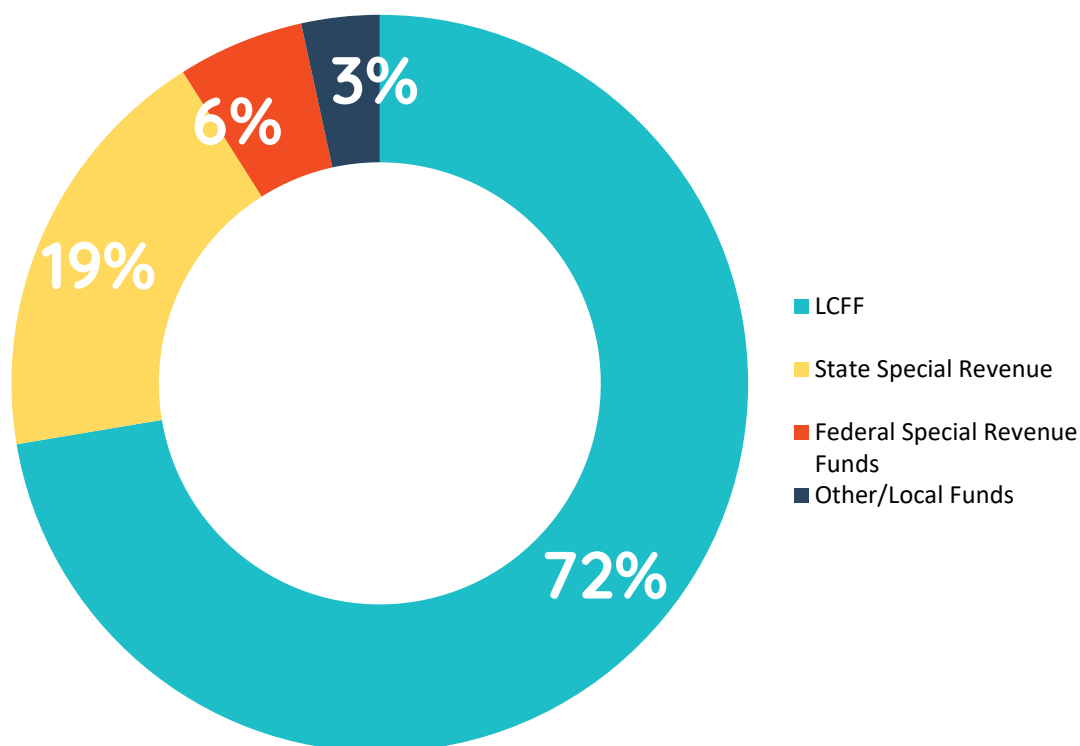
The budget was created using a 4% increase year after year that accounts for the steps up in the salary schedule for all staff.

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%
Total, LCFF Sources	\$6,113,036	\$7,169,983	\$1,056,947	17.29%

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%
Total, Federal Revenues	\$2,217,275	\$892,931	(\$1,324,344)	-59.73%

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%
Total, Other State Revenues	\$2,822,557	\$2,281,291	(\$541,266)	-19.18%

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

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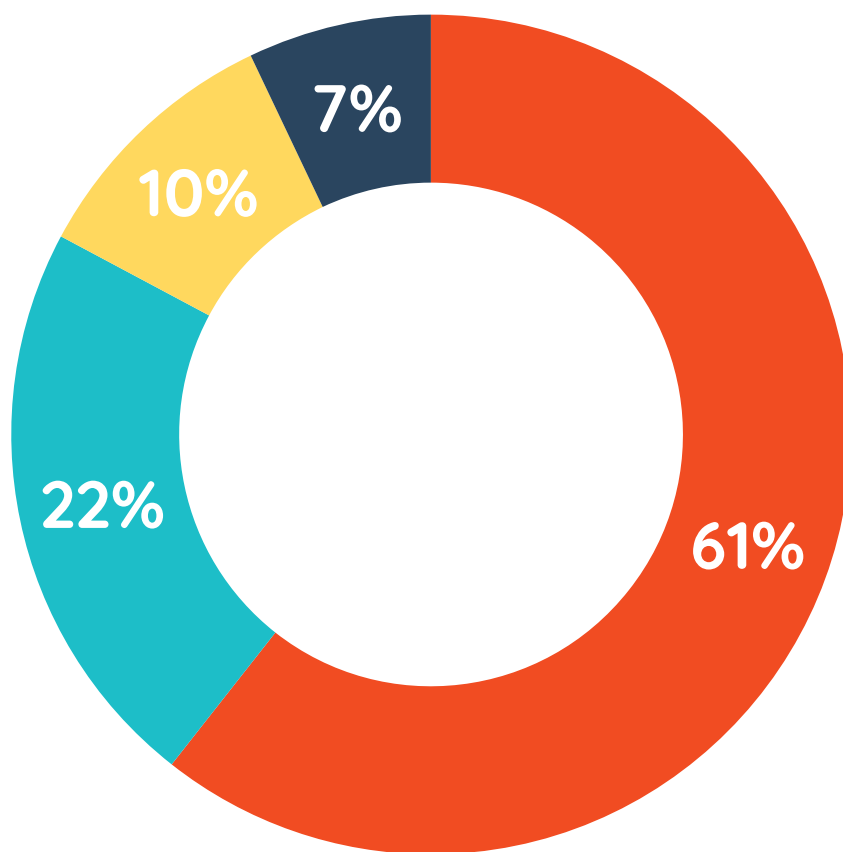
Expenditure Summary

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
Certificated Salaries:				
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
Total Certificated Salaries	34.16	\$3,286,155	\$1,203,093	\$4,489,248
Non-Certificated Salaries:				
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
Total Non-Certificated Salaries:	16.46	\$1,024,158	\$501,401	\$1,525,559
Total	50.62	\$4,310,313	\$1,704,494	\$6,014,807

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
Total	\$127,958	\$32,620	\$160,578

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
Sub-total	\$1,316,629

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
Sub-total	\$493,587

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
Sub-total	\$53,250

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
Sub-total	\$795,635

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
Sub-total	\$258,617

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
Sub-total	\$943,660

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
Sub-total	\$370,718

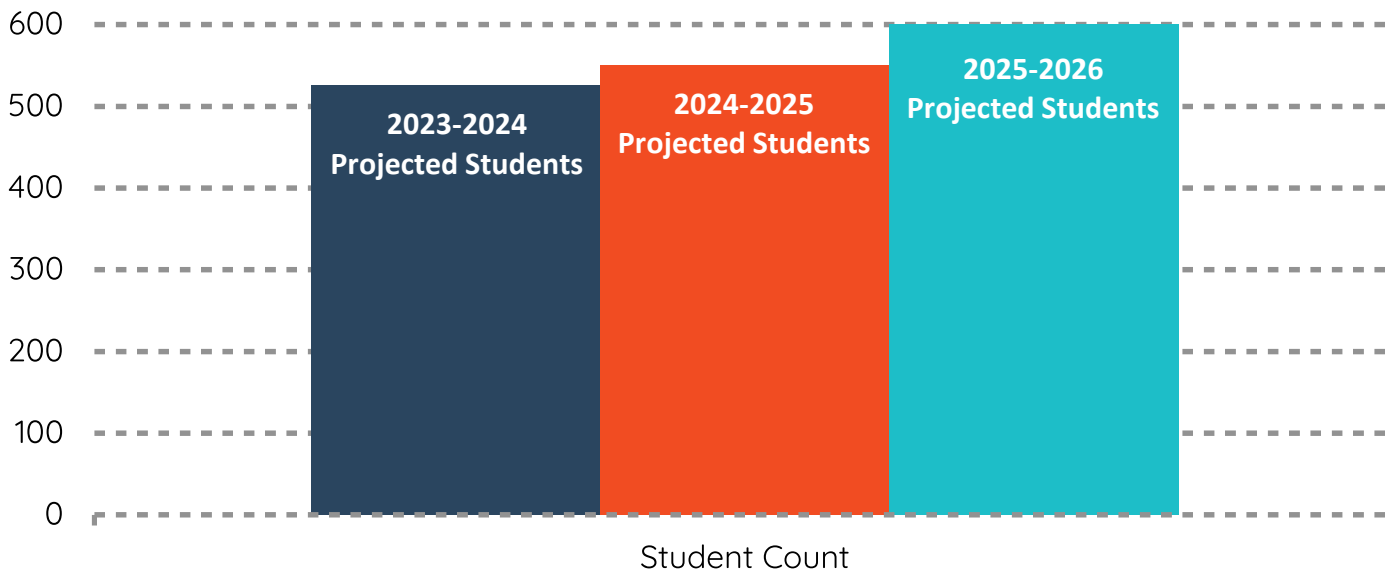
Multi-Year Projections

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.”

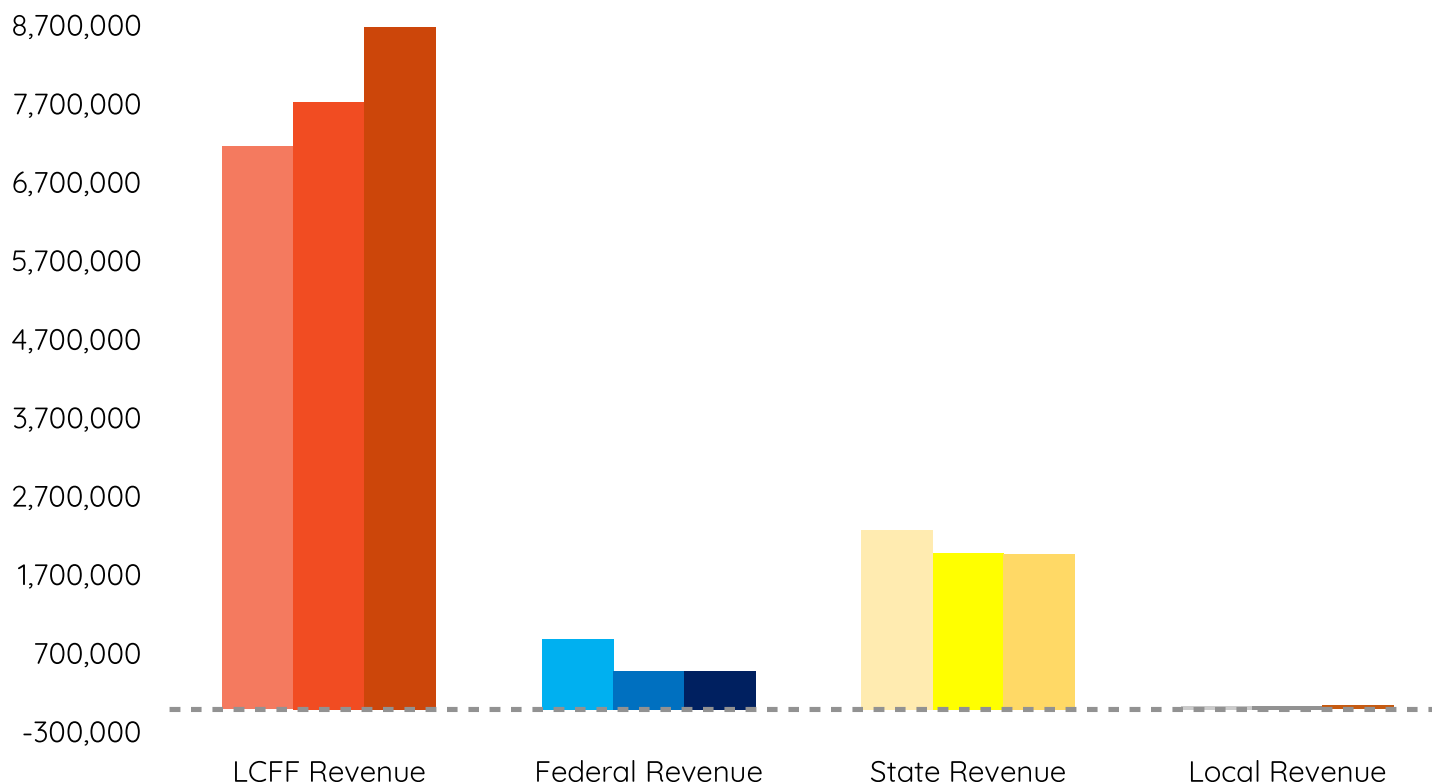
Below is a chart showing projected student counts used for the multi-year budget projections.



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.

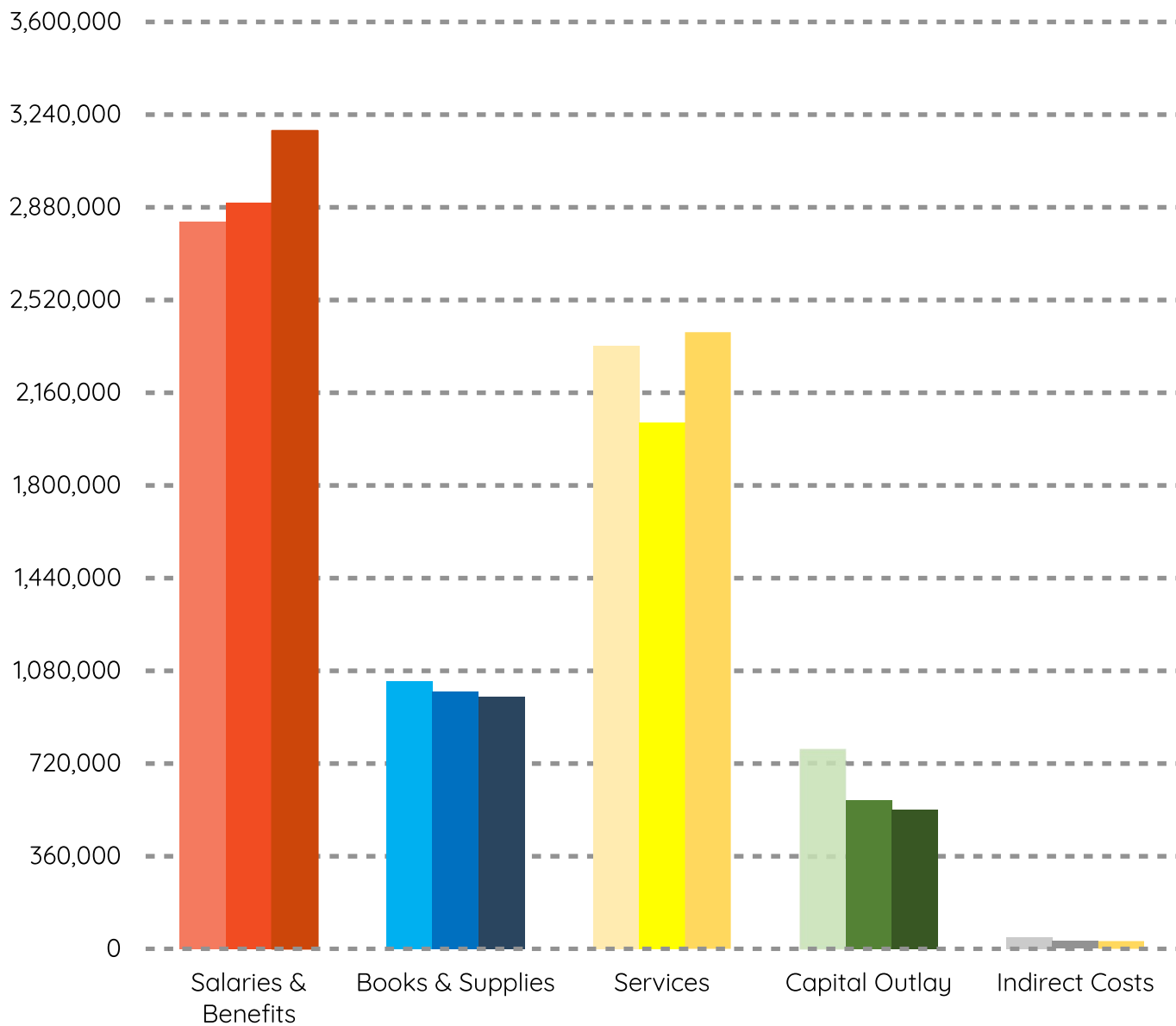
Major changes to the school’s 2024-2025 budget include:

- 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.	
A. REVENUES					
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. EXPENDITURES					
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.	
3. Employee Benefits					
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
4. Books and Supplies					
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
5. Services and Other Operating Expenditures					
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
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
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
7. Other Outgo					
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
8. TOTAL EXPENDITURES		9,785,384.00	7,350,856.00	3,090,072.00	10,440,928.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		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.	
D. OTHER FINANCING SOURCES / USES					
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
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		1,367,484.00	(46,723.00)	0.00	(46,723.00)
F. FUND BALANCE, RESERVES					
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**

Charter School Name: Oakland Military Institute
 (name continued) _____
CDS #: 01-61259-xxxxxxx
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: xxxx
Fiscal Year: 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		
A. REVENUES						
1. LCFF Sources						
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
2. Federal Revenues						
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
3. Other State Revenues						
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
4. Other Local Revenues						
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
5. TOTAL REVENUES						
		7,304,133.00	3,090,072.00	10,394,205.00	10,255,711.00	11,208,481.00
B. EXPENDITURES						
1. Certificated Salaries						
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
2. Non-certificated Salaries						
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		
3. Employee Benefits						
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
4. Books and Supplies						
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
5. Services and Other Operating Expenditures						
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
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
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
7. Other Outgo						
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
8. TOTAL EXPENDITURES		7,350,856.00	3,090,072.00	10,440,928.00	10,051,260.00	11,018,825.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(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		
D. OTHER FINANCING SOURCES / USES						
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
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(46,723.00)	0.00	(46,723.00)	204,451.00	189,656.00
F. FUND BALANCE, RESERVES						
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
SUMMARY OF FUNDING						
General Assumptions						
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%
LCFF Entitlement						
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	-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$5,867,709	\$7,169,983	\$7,733,561	\$8,690,137	\$-	\$-
Miscellaneous Adjustments	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement	5,867,709	7,169,983	7,733,561	8,690,137	-	-
LCFF Entitlement Per ADA	\$ 13,946	\$ 14,750	\$ 15,017	\$ 15,490	\$ -	\$ -
Components of LCFF By Object Code						
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>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL FUNDING	5,867,709	7,169,983	7,733,561	8,690,137	-	-
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	\$ -	\$ -
Total LCFF Entitlement	5,867,709	7,169,983	7,733,561	8,690,137	-	-
SUMMARY OF EPA						
% 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
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES							
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%
SUMMARY OF STUDENT POPULATION							
Unduplicated Pupil Population							
Enrollment		455	525	550	600	-	-
COE Enrollment		-	-	-	-	-	-
Total Enrollment		455	525	550	600	0	0
Unduplicated Pupil Count		330	378	396	432	-	-
COE Unduplicated Pupil Count		-	-	-	-	-	-
Total Unduplicated Pupil Count		330	378	396	432	0	0
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
SUMMARY OF LCFF ADA							
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
LCFF Subtotal		-	-	-	-	-	-
NSS		-	-	-	-	-	-
Combined Subtotal		-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
LCFF Subtotal		-	-	-	-	-	-
NSS		-	-	-	-	-	-
Combined Subtotal		-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
LCFF Subtotal		-	-	-	-	-	-
NSS		-	-	-	-	-	-
Combined Subtotal		-	-	-	-	-	-
Prior 3-Year Average ADA (adjusted for +/- current year charter shift) - Effective beginning in 2022-23							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
LCFF Subtotal		-	-	-	-	-	-
NSS		-	-	-	-	-	-
Combined Subtotal		-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and Prior 3-Year Average							
		-	-	-	-	-	-
Current Year ADA							
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	-	-
LCFF Subtotal		420.74	486.10	515.00	561.00	-	-
NSS		-	-	-	-	-	-
Combined Subtotal		420.74	486.10	515.00	561.00	-	-
Change in LCFF ADA (excludes NSS ADA)		420.74	486.10	515.00	561.00	-	-
		Increase	Increase	Increase	Increase	No Change	No Change
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)							
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	-	-
Subtotal		420.74	486.10	515.00	561.00	-	-
		Current	Current	Current	Current	Current	Current
Funded NSS ADA							
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
NPS, CDS, & COE Operated							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
Subtotal		-	-	-	-	-	-
ACTUAL ADA (Current Year Only)							
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	-	-
Total Actual ADA		420.74	486.10	515.00	561.00	-	-
TOTAL FUNDED ADA							
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	-	-
Total Funded ADA		420.74	486.10	515.00	561.00	-	-
<i>Funded Difference (Funded ADA less Actual ADA)</i>		-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on							
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
PER-ADA FUNDING LEVELS							
Base, Supplemental and Concentration Rate per ADA							
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
Base Grants							
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
Grade Span Adjustment							
Grades TK-3	\$	953	\$ 1,032	\$ 1,072	\$ 1,107	\$ 1,143	\$ 1,179
Grades 9-12	\$	289	\$ 312	\$ 325	\$ 335	\$ 346	\$ 357
Prorated Base, Supplemental and Concentration Rate per ADA							
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
Prorated Base Grants							
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
Prorated Grade Span Adjustment							
Grades TK-3	\$	953	\$ 1,032	\$ 1,072	\$ 1,107	\$ 1,143	\$ 1,179
Grades 9-12	\$	289	\$ 312	\$ 325	\$ 335	\$ 346	\$ 357
Supplemental Grant							
		20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP							
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
Actual - 1.00 ADA, Local UPP as follows:							
		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	\$ -	\$ -
Concentration Grant (>55% population)							
		65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP							
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
Actual - 1.00 ADA, Local UPP >55% as follows:							
		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	\$ -	\$ -

Coversheet

Approve 2023-2024 Local Control Accountability Plan

Section: VI. Action Items
Item: B. Approve 2023-2024 Local Control Accountability Plan
Purpose:
Submitted by: Mary Streshly
Related Material: 2023_LCFF_Budget_Overview_Parents.pdf
2023_OMI_LCAP.pdf

BACKGROUND:

A public hearing for the Local Control Accountability Plan (LCAP) was held on June 8, 2023 at OMI's Regular Board Meeting.

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the 2023-24 LCAP.

2023-24 LCFF Budget Overview for Parents Data Input Sheet

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

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

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

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

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

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

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	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.
The amount budgeted to increase or improve services for high needs	The LEA also provides: BART tickets for student transportation; BART tickets and other expenses for field trips to keep students engaged and

<p>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.</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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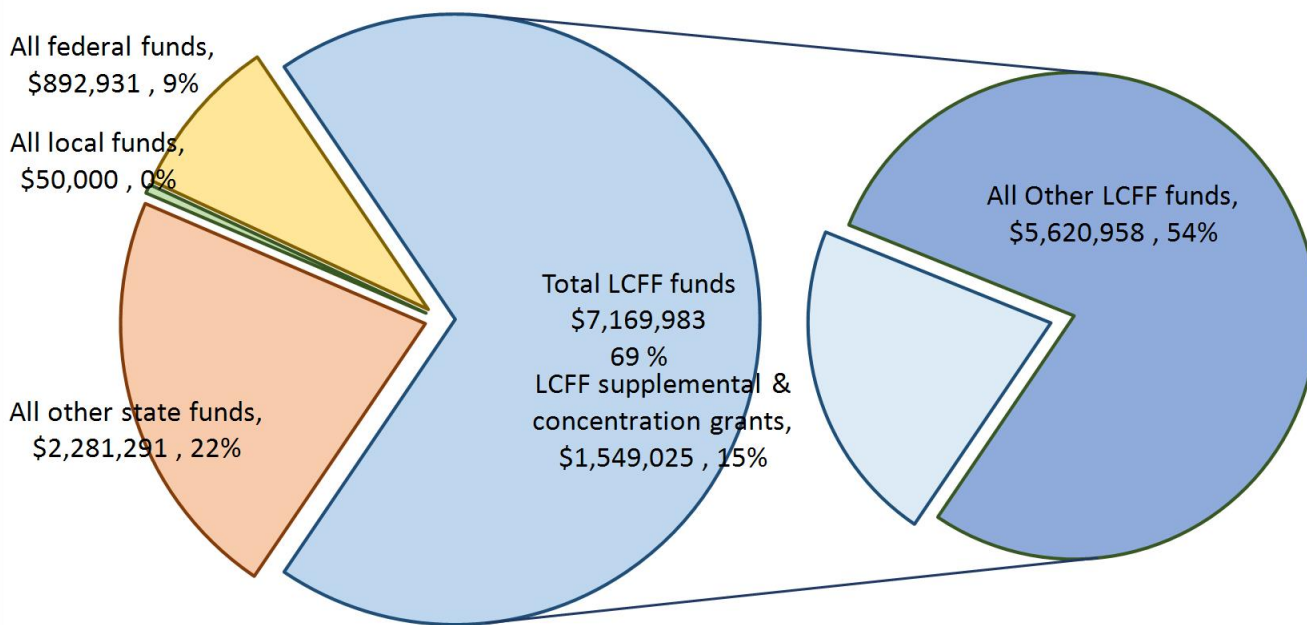
LCFF Budget Overview for Parents

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

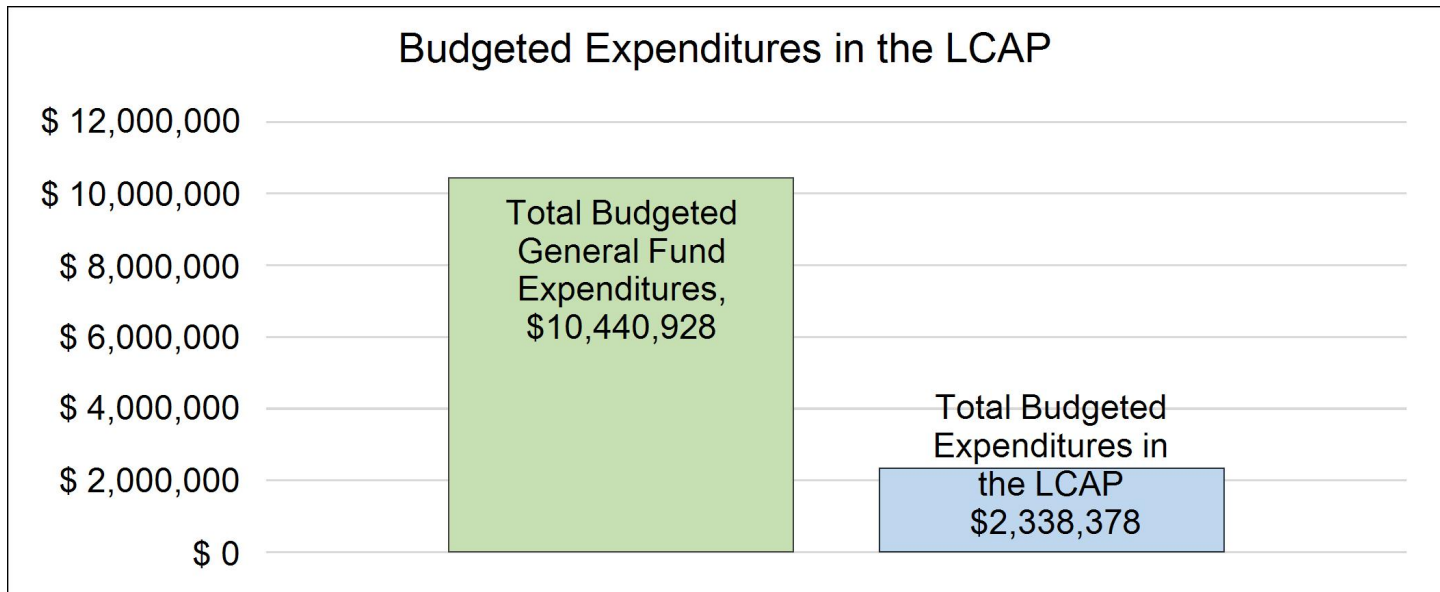


This chart shows the total general purpose revenue Oakland Military Institute, College Preparatory Academy expects to receive in the coming year from all sources.

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.

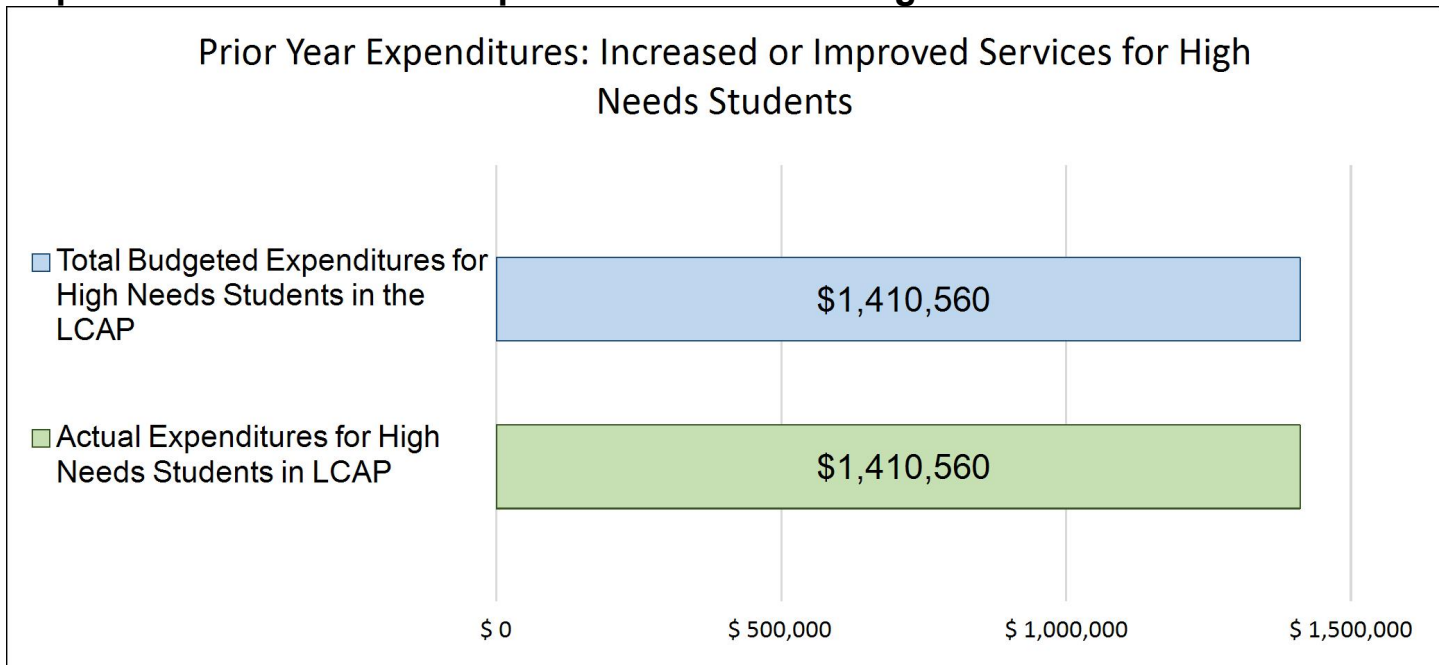
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

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.



LCFF Budget Overview for Parents

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CDS Code: 01612590130617

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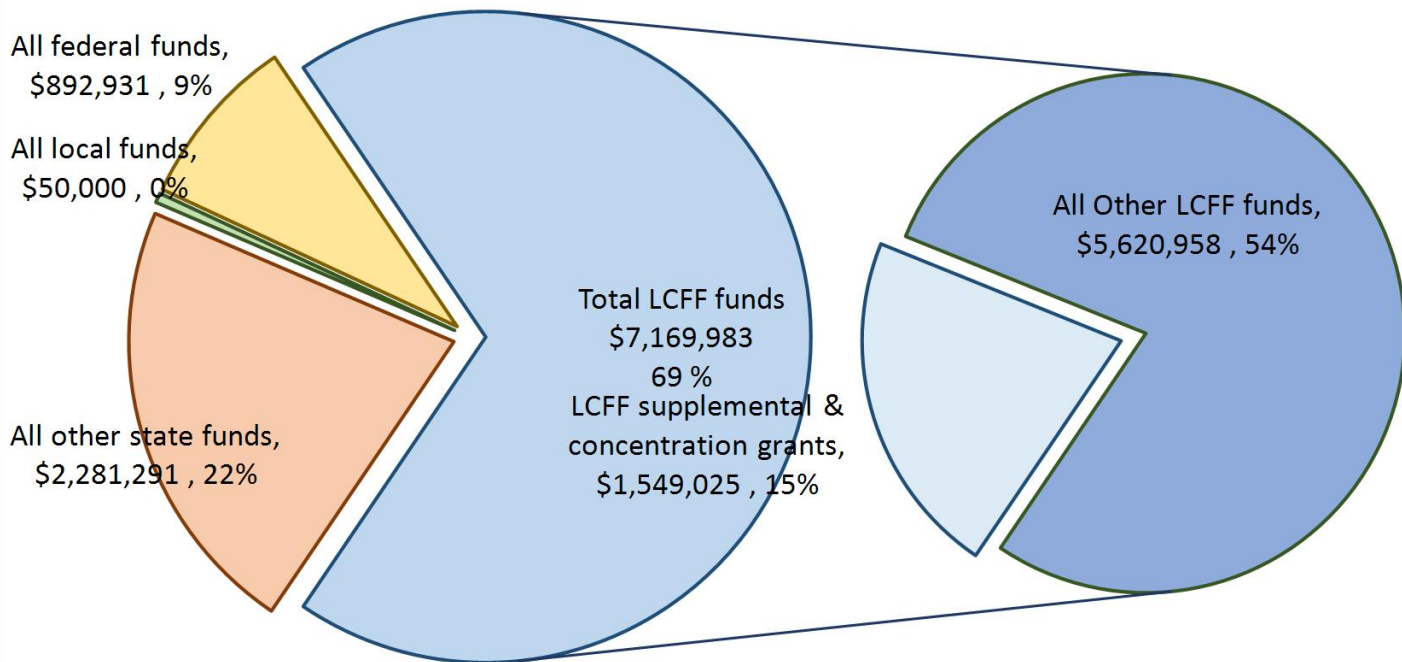
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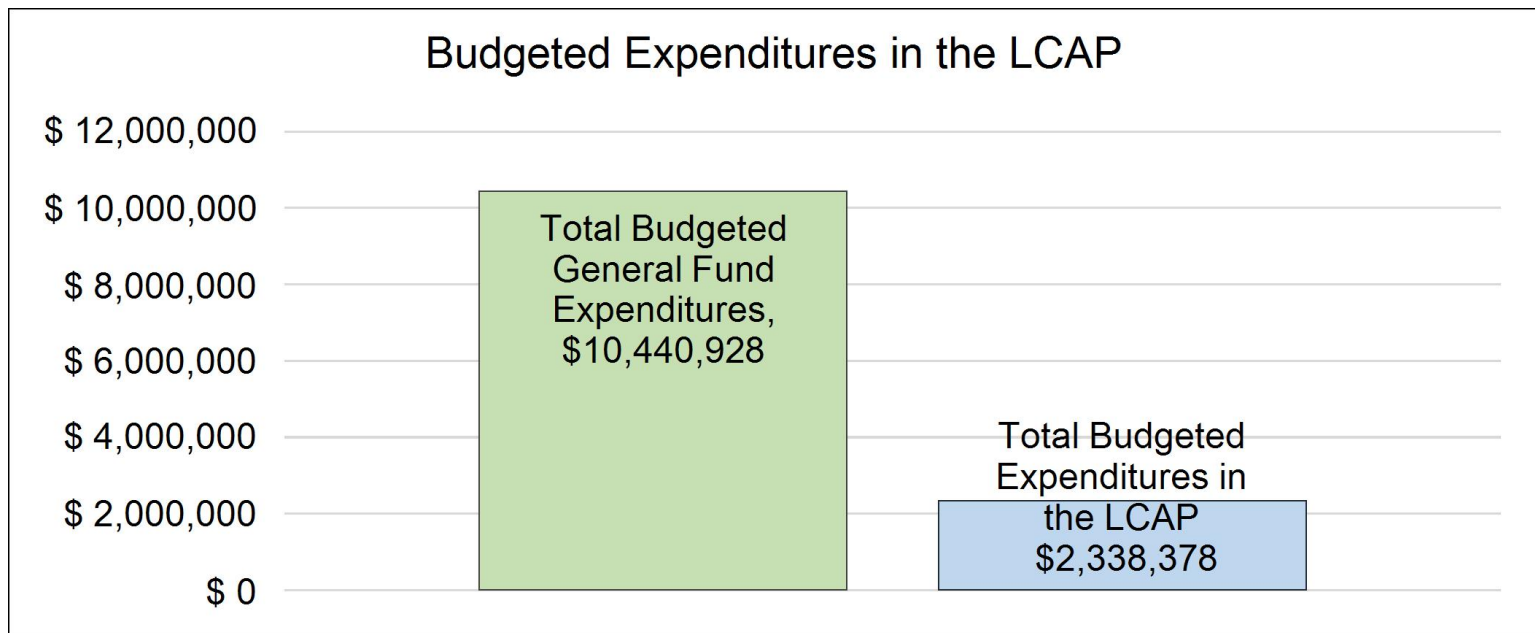


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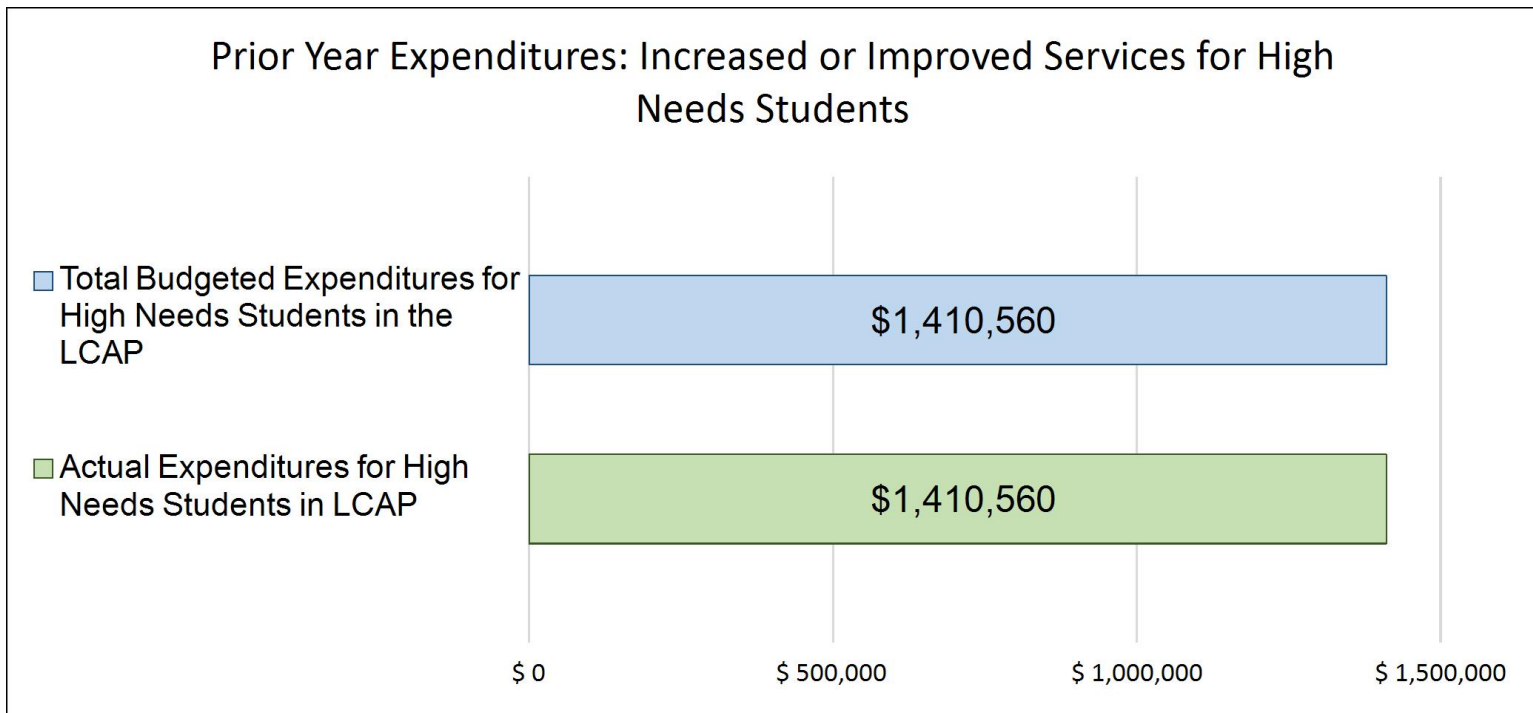
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Local Control and Accountability Plan

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			
2.2	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
2.3	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
2.4	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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		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 %	Total:	\$1,267,464.00
								LEA-wide Total:	\$1,104,602.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$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

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	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.

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 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

Coversheet

Approve Declaration of Need for Fully Qualified Educators

Section: VI. Action Items
Item: C. Approve Declaration of Need for Fully Qualified Educators
Purpose:
Submitted by: Kathryn Wong
Related Material: Declaration of Need.pdf

BACKGROUND:

Pursuant to California Code of Regulations Title 5, Section 80026, any agency that has a need to employ individuals on emergency permits must post a public announcement at least 72 hours prior to adopting the Declaration of Need for Fully Qualified Educators. This Declaration certifies that there are an insufficient number of fully credentialed persons who meet the specified employment criteria required for the certificated positions listed below:

- Single Subject Teacher (2)
- Special Education Teacher (2)
- Multiple Subject (2)

This Declaration shall remain in force until June 30, 2024

RECOMMENDATION:

Staff recommends that the OMI Board of Directors approve the attached Declaration of Need for Fully Qualified Educators.

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

