



Oakland Military Institute, College Preparatory Academy

Regular Board Meeting

Published on February 12, 2024 at 1:35 PM PST

Date and Time

Thursday February 15, 2024 at 3:45 PM PST

Location

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

Room: B104

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.

Agenda

	Purpose	Presenter	Time
I. Open Session			
II. Opening Items			3:45 PM
A. Roll Call			1 m

	Purpose	Presenter	Time
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 3:45 PM, or as soon thereafter as possible.		
C.	Public Comment		6 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; however, we will also make comment cards available at the podium. 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 members are not permitted 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 to the Superintendent Mr. Carlos Rodriguez at crodriguez@omiacademy.org .		
D.	Ordering of the Agenda		2 m
III.	Approval of Consent Items		3:55 PM
A.	Minutes of December 14, 2023 Regular Meeting	Approve Minutes Carlos Rodriguez	2 m
B.	OMI Bank Account Activity (December 1, 2023-January 31, 2024)	Jacque Eischens	10 m
C.	Personnel Report	Kathryn Wong	5 m
D.	New Contracts	Jacque Eischens	10 m

	Purpose	Presenter	Time
IV. Student Board Member Report			4:22 PM
A. Cadet Leadership Brief		Ryan Ton	15 m
V. Superintendent's Update			4:37 PM
Dr. Streshly will provide the OMI Board an update on the following items:			
A. Board Governance Calendar Draft Concept		Mary Streshly	10 m
VI. Information/Discussion Items			4:47 PM
A. Cashflow Update		Jacque Eischens	10 m
B. Student Recruitment/ Lottery Update		Odua Isibor/ Emily Matthews	10 m
C. LCAP Goals Mid Year Progress Report		Shann Chu/Cindy Murphy/Thomas James	30 m
	<ul style="list-style-type: none"> • LCAP Goals Mid Year Progress Report • Healthy Kids Survey Results • RenStar Results • California Dashboard Data 		
D. School Accountability Report Card [SARC]		Mary Streshly	10 m
E. Fiscal Year 2022-2023 Audit Report		Kyle Holtz	10 m
VII. Action Items			5:57 PM
A. Approve the Comprehensive School Safety Plan		Thomas James	10 m
B. Approve Financial Software, Human Resources + Back Office Support Contract			15 m
C. Measure G1 Application 2024			
D. Action/Discussion: Mathematics Placement Policy		Shann Chu	10 m

Purpose Presenter Time

VIII. Board Member Comments

IX. Closing Items **6:32 PM**

A. Adjourn Meeting 1 m

Coversheet

Minutes of December 14, 2023 Regular Meeting

Section: III. Approval of Consent Items
Item: A. Minutes of December 14, 2023 Regular Meeting
Purpose: Approve Minutes
Submitted by: Carlos Rodriguez
Related Material: Minutes for Regular Board Meeting on December 14, 2023

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on December 15, 2023.

RECOMMENDATION:

The OMI Board of Directors approve the attached minutes for the Regular Board Meeting held on December 15, 2023.



Oakland Military Institute, College Preparatory Academy

Minutes

Regular Board Meeting

Date and Time

Thursday December 14, 2023 at 3:45 PM

Location

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

Room: B104

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Directors Present

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

Directors Absent

None

Guests Present

35 other participants, C. Rodriguez, J. Eischens, K. Wong, M. Streshly, S. Chu, S. Lipsey (remote), T. James

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

J. Brown called a meeting of the board of directors of Oakland Military Institute, College Preparatory Academy to order on Thursday Dec 14, 2023 at 3:52 PM.

C. Public Comment

No public comment was given at this board meeting.

D. Ordering of the Agenda

J. Wire made a motion to preserve the current order of the agenda as no changes were suggested.

D. Baldwin seconded the motion.

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

Roll Call

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

II. Approval of Consent Items

A. Minutes of November 30, 2023 Regular Meeting

D. Baldwin made a motion to approve the minutes from Regular Board Meeting on 11-30-23.

A. Campbell Washington seconded the motion.

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

Roll Call

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

B.

OMI Bank Account Activity (November 1, 2023- November 30, 2023)

D. Baldwin made a motion to approve the OMI bank account activity for November 1- November 30, 2023.

A. Campbell Washington seconded the motion.

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

Roll Call

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

C. Personnel Report

D. Baldwin made a motion to approve the personnel report.

A. Campbell Washington seconded the motion.

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

Roll Call

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

D. New Contracts

D. Baldwin made a motion to approve the new contracts.

A. Campbell Washington seconded the motion.

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

Roll Call

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

E. 2023-2024 Winter Consolidated Application Report

D. Baldwin made a motion to approve the 2023-2024 Winter Consolidated Application Report.

A. Campbell Washington seconded the motion.

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

Roll Call

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

III. Student Board Member Report

A. Cadet Leadership Brief

Cadet Captain Jennifer Tran gave a brief presentation of the past events that OMI has had as well as upcoming events that OMI cadets are anticipating.

OMI had successful events at the school level and the state level. The state level events included extreme team challenges and the Recondo where cadets could interact with other state cadets and earn awards.

The past week had a successful Winter Showcase where OMI hosted all the families of prospective families and families of the performers for the night. OMI had countless interactions with the prospective families and even had families sign up for additional tours.

In October, OMI had the PSAT and SAT tests for the cadets that were trying to get ready for their college decisions. 10 OMI cadets scored higher than the national average in the SAT and 11 cadets scored better than the national average on the PSAT.

Jennifer mentioned that there was feedback about the SAT from the Cadet Leadership group. She mentioned that taking the SAT should not be mandated for all cadets because some of the cadets do not want to take the test. In turn, she believes that the PSAT should be mandatory so that the cadets can experience what the real test will feel like and they could choose if they want to take it.

The Cadet Leadership conducted a classroom climate survey in which they asked what the cadets' favorite class was and the like.

Next semester, OMI has events slated to boost cadet morale including the Golden Paw Initiative. This will allow the teachers to recognize as many cadets that they want to get this award.

Joseph Wire asked how the Superintendent and the Cadet Leadership group were handling communication between each other. Dr. Streshly explained that the

Commandant and the Superintendent have a luncheon with the Cadet Leadership and plan out events and discuss issues.

IV. Superintendent's Update

A. Staff of the Year Recognition

Educators and staff were recognized for their efforts in the years that they have worked at OMI. These staff members were called up one by one to get their certificate, words from the Superintendent and a photo taken with the Board Chairman, Honorable Edmund G. Brown.

The following staff were recognized by the OMI Superintendent, the Commandant, and Governor Brown.

Joseph Musongong
Ismael Robles
Rachel Mahlke
Valmiria Amaya
Alvaro Hernandez
Gabrielle Harmon
Cherina Medina
Kathryn Wong

V. Staff of the Year Recognition Reception [Intermission]

A. Intermission

A time was given to the Board of Directors, honorees, and their families to have a chance to congratulate the staff members after they were given their awards.

VI. Information/Discussion Items

A. Cashflow Update

OMI staff monitor the cashflow monthly for any changes of significance.

In October and November, unexpected funds were acquired making the actuals more than the expenses in these months.

Marc Mares asked about the million dollars that was put in a CD account. He wanted to know what the plan was when the CD term expired. He suggested that the OMI staff look into finding high yielding savings accounts to put that money in so that the money is not tied down but also gaining money. Jacque Eischens suggested that the OMI staff, herself, and some of the board members with financial backgrounds to have a meeting.

The Board of Directors previously asked Jacque to give them a visual representation of the cashflow for a couple of years in the future based on projections. She gave them a slide that included up to June 2025. The spikes would be for the times that funding would be given to the school. Governor Brown mentioned that the school would be able to maintain the \$2.5 million over the next coming years.

B. Student Recruitment Plan for 2024-2025

Odua Isibor and Emily Matthews gave the Board Directors a breakdown of the student recruitment campaign.

The mission of the campaign that Emily and Odua are spearheading is to track the interactions that the school is having based on advertisements and events that are being made to spread the college advantage aspect of the school.

Paid media like flyers, bard advertisements have helped in capturing peoples' attention and redirected them to OMI websites like oakmil.org and oakmiltour.org.

The campaign program designed their mailers and other flyers based on the feedback and visual recommendations of the people that engaged with these communication forms.

The BART advertisements are not only in the stations but in the trains so the reach for the advertisements is vast. The advertisements have a QR code that allows the consumer to reach our websites and hopefully be compelled enough to access Oakland Enrolls and apply for the school.

Odua and Emily have been tracking the amount of unique visitors access the oakmiltour.org website from the QR Code on the various advertisements and have had 2,100 unique page visits as of the December 14, 2023 board meeting. The website connected to the advertisements prompts the visitor to give OMI their information to pursue relationships with those families.

The medium that was chosen to be used was Facebook because feedback from cadets and families say that the most common application that parents used to get their daily information was Facebook.

Cadets will be used in the recruitment events and the cadets will be able to gain community service hours and valuable communication skills.

Marc Mares explained his opinion that he thinks the recruitment process should include parent spokespersons.

VII. Action Items

A.

Approve First Interim Budget Report

J. Wire made a motion to approve the First Interim Budget Report.

A. Campbell Washington seconded the motion.

The enrollment that was used in the First Interim report was 520 and the average daily attendance was 483, making that a 93% ADA.

OMI has a 25% revenue reserve.

Expenditures were distributed and totaled \$10,993,798. Some expenses included salaries, operating costs and more. Benefits for PERS and STRS contribute to the expenses that the school has to cover.

Increasing the enrollment numbers will help with diminishing the deficit in the coming years.

Several large decreases in expenses for certain aspects of school spending will help the school decrease the deficit, like technology upgrades.

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

Roll Call

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

B. Consideration of Employee Cost of Living Allowance for 2023-2024 (COLA)

J. Wire made a motion to approve the 5% COLA increase for the staff at OMI, retroactive to their start date in fiscal year 2023-2024.

D. Clisham seconded the motion.

This cost of living adjustment was paramount for OMI to remain competitive in the staff recruiting landscape. This will be a 5% increase to the salaries of the staff that will include retroactive pay back to the 2023-2024 contract start dates.

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

Roll Call

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

C. Superintendent's Contract

J. Wire made a motion to approve the cost of living adjustment increase for the Superintendent Contract.

D. Baldwin seconded the motion.

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

Roll Call

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

D. Approve School Accountability Report Card [SARC]

J. Wire made a motion to approve School Accountability Report Card with the caveat that staff bring it back as an informational item in February.

D. Clisham seconded the motion.

The School Accountability Report Card was missing certain data that was not available until after December 15, 2023. OMI staff will bring back the SARC report back to the Board of Directors in the February board meeting.

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

Roll Call

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

E. First Reading/Action: Attendance Supervision Board Policy

M. Mares made a motion to approve the attendance policy with the addition of the language that cadets can be dismissed for not adhering to the military standards set by the California Military Department.

J. Wire seconded the motion.

OMI staff brought the attendance policy to the Board to be in compliance. Some of the information regarding attendance was in the Cadet Handbook but was out of date so this is an effort to bring the policy up to date.

Jerry Brown mentioned that the OMI staff should include the language from a California law that states that any charter school having working cooperation with the National Guard can add that any cadet that does not adhere to the military standards as set by the California Military Department can be dismissed from the school.

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

Roll Call

D. Baldwin Aye
D. Clisham Aye
J. Wire Aye
M. Mares Aye
J. Brown Aye

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:37 PM.

Respectfully Submitted,

J. Brown

M. Mares made a motion to adjourn the meeting.

D. Clisham seconded the motion.

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

Roll Call

J. Wire Aye
D. Baldwin Aye
J. Brown Aye
D. Clisham Aye
M. Mares Aye

Coversheet

OMI Bank Account Activity (December 1, 2023- January 31, 2024)

Section: III. Approval of Consent Items
Item: B. OMI Bank Account Activity (December 1, 2023- January 31, 2024)
Purpose:
Submitted by: Jacque Eischens
Related Material: 2023 Dec Board Report of Checks.pdf
2024 January Board Report of Checks.pdf
2024.01.31 Financial Statement.pdf
2023 December Payroll.pdf
2024 January Payroll.pdf

BACKGROUND:

Staff recommends ratification of payroll and vendor warrants paid between December 1, 2023 – January 31, 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 December 1, 2023 – January 31, 2023.

ReqPay12b

Board Report

Checks Dated 12/01/2023 through 12/31/2023			Board Meeting Date 02/15/2024
Check Number	Check Date	Pay to the Order of	Check Amount
0003299	12/01/2023	Dominic Cacioppo	8,612.50 *
	Reissued on 12/15/2023		
0003300	12/01/2023	Guzman Building & Construction	10,600.00
0003301	12/01/2023	Deluxe Corporation	826.88
0003302	12/01/2023	SafeTight Security LLC	36,669.50
0003303	12/01/2023	schoolAbility, LLC	20,000.00
0003304	12/01/2023	Waste Management of Alameda County	3,416.38
0003305	12/01/2023	Wex Bank	255.32
0003306	12/05/2023	Aeries Software	398.00
0003307	12/05/2023	Amazon Capital Services	635.28
0003308	12/05/2023	Charter Schools Development Center	5,750.00
0003309	12/05/2023	Comcast Business Acct 980528458	8,104.71
0003310	12/05/2023	CORE	11,100.00
0003311	12/05/2023	Julia Kane	75.00
0003312	12/05/2023	Mark A Basnage	3,600.00
0003313	12/05/2023	Molly Schmidt Consulting Group	562.50
0003314	12/05/2023	Republic Indemnity CO of Ameri ca	19,831.44
0003315	12/05/2023	SafeTight Security LLC	1,751.61
0003316	12/05/2023	San Francisco Elevator Service s	525.13
0003317	12/05/2023	Young, Minney & Corr,LLP	10,899.50
0003318	12/06/2023	Charter Schools Development Center	5,750.00
0003319	12/06/2023	Guzman Building & Construction	6,000.00
0003320	12/06/2023	MRC Smart Tech Solutions	177.60
0003321	12/06/2023	Swing Education Inc.	210.00
0003322	12/07/2023	Amazon Capital Services	231.16
0003323	12/07/2023	Home Depot Credit Services	614.89
0003324	12/07/2023	Los Cantaros Taqueria Inc.	1,587.60
0003325	12/07/2023	Zoom Janitorial Service Inc	10,395.00
0003328	12/13/2023	Aeries Software	249.00
0003329	12/13/2023	Alameda Co Office of Treasurer	40.32
0003330	12/13/2023	Alvaro Hernandez	1,000.00
0003331	12/13/2023	Amazon Capital Services	1,259.35
0003332	12/13/2023	Cherina Medina	1,000.00
0003333	12/13/2023	Christopher Lee c/o OMIA	350.00
0003334	12/13/2023	College Board	2,232.00
0003335	12/13/2023	EBMUD Payment Center	663.74
0003336	12/13/2023	ECOLAB	180.72
0003337	12/13/2023	Gabrielle Harmon Jones c/o OMIA	1,000.00
0003338	12/13/2023	Ismael Robles c/o OMIA	1,000.00
0003339	12/13/2023	Kathryn Wong c/o OMIA	1,000.00
0003340	12/13/2023	Lingro Learning LLC	1,500.00
0003341	12/13/2023	Mid-County Officials Network	4,213.00
0003342	12/13/2023	Mobile Modular	12,729.10
0003343	12/13/2023	Joseph Musongong	1,000.00
0003344	12/13/2023	Rachel Mahlke	5,136.84
0003345	12/13/2023	San Joaquin County Office of E ducation	1,200.00
0003346	12/13/2023	SHARP BUSINESS SYSTEMS	1,073.41
0003347	12/13/2023	The Advantage Group	172.85
0003348	12/13/2023	Timothy Murray	90.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



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ReqPay12b

Board Report

Checks Dated 12/01/2023 through 12/31/2023			Board Meeting Date 02/15/2024
Check Number	Check Date	Pay to the Order of	Check Amount
0003349	12/13/2023	ULINE	104.31
0003350	12/13/2023	Valmiria Paulo Amaya	1,000.00
0003351	12/13/2023	Wex Bank	500.16
0003352	12/15/2023	Amazon Capital Services	116.98
0003353	12/15/2023	Brady Industries	3,951.98
0003354	12/15/2023	Grainger	5,468.15
0003355	12/15/2023	Mark A Basnage	5,100.00
0003356	12/15/2023	ULINE	3,111.16
0003357	12/15/2023	Dominic Cacioppo	8,612.50
0003358	12/15/2023	Kathy Tran	300.00
0003359	12/15/2023	Noyolas Hauling	650.00
VCH-00000052	12/12/2023	Alameda County Office of Education	89,556.98
Total Number of Checks			60
			324,142.55

	Count	Amount
Reissue	1	8,612.50
Net Issue		315,530.05

Fund Recap

Fund	Description	Check Count	Expensed Amount
62	Charter Fund	59	315,530.05
	Total Number of Checks	60	315,530.05
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		315,530.05

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ReqPay12b

Board Report

Checks Dated 01/01/2024 through 01/31/2024			Board Meeting Date 02/15/2024
Check Number	Check Date	Pay to the Order of	Check Amount
0003363	01/04/2024	AT&T	886.60
0003364	01/04/2024	College Board	1,749.42
0003365	01/04/2024	EBMUD Payment Center	1,285.54
0003366	01/04/2024	El Paseo Children's Center	6,185.00
0003367	01/04/2024	Louis Educational Concepts LLC	4,250.00
0003368	01/04/2024	Mobile Modular	1,098.37
0003369	01/04/2024	PG&E	9,501.76
0003370	01/04/2024	Principal Life Insurance Co.	5,486.21
0003371	01/04/2024	Rajashanea Everett	1,275.00
0003372	01/04/2024	SafeTight Security LLC	4,762.80
0003373	01/04/2024	San Francisco Elevator Service s	536.13
0003374	01/04/2024	schoolAbility, LLC	20,000.00
0003375	01/04/2024	TeamLogic IT of Mountain View	1,223.75
0003376	01/04/2024	Waste Management of Alameda County	3,368.90
0003377	01/04/2024	Zoom Janitorial Service Inc	11,865.00
0003378	01/05/2024	First Alarm	10,195.98
0003379	01/05/2024	Kaiser Foundation Health Plan	56,122.07
0003380	01/05/2024	Kathryn Wong c/o OMIA	117.00
0003381	01/09/2024	Chronos Automatic Fire Prot	2,005.13
0003382	01/09/2024	Colleen Linda Hilker	37.52
0003383	01/09/2024	ECOLAB	180.72
0003384	01/09/2024	Florence Velasco Cruz Eriksson	203,525.00
0003385	01/09/2024	Guzman Building & Construction	23,350.00
0003386	01/09/2024	Mobile Modular	12,729.10
0003387	01/09/2024	Molly Schmidt Consulting Group	412.50
0003388	01/09/2024	Navigate360, LLC	1,670.00
0003389	01/09/2024	Quadient Leasing USA, Inc	1,768.49
0003390	01/09/2024	Rachel Mahlke	67.83
0003391	01/09/2024	TeamLogic IT of Mountain View	1,100.00
0003392	01/09/2024	Wex Bank	229.48
0003395	01/12/2024	Amazon Capital Services	178.49
0003396	01/12/2024	First Alarm	1,006.14
0003397	01/12/2024	Hands-On Technology Education	55,000.00
0003398	01/12/2024	Marin IT	959.16
0003399	01/12/2024	School Services of CA, Inc	275.00
0003400	01/12/2024	Shann Chu	322.15
0003401	01/12/2024	Spectrum Canine LLC	400.00
0003402	01/12/2024	Spectrum Canine LLC	400.00
0003404	01/18/2024	Amazon Capital Services	219.20
0003405	01/18/2024	Greatland Corporation	42.34
0003406	01/18/2024	Mark A Basnage	4,050.00
0003407	01/18/2024	North Coast Section, CIF	450.00
0003408	01/18/2024	Quadient Leasing USA, Inc	515.82
0003409	01/18/2024	Melanie Rachelle Ruiz	357.58
0003410	01/18/2024	Swing Education Inc.	1,020.00
0003411	01/22/2024	First Choice Autorepair	238.00
0003412	01/23/2024	Amazon Capital Services	534.54
0003413	01/23/2024	EBMUD Payment Center	1,097.36
0003414	01/23/2024	Grant Alexander Neal	75.90

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ReqPay12b

Board Report

Checks Dated 01/01/2024 through 01/31/2024 **Board Meeting Date 02/15/2024**

Check Number	Check Date	Pay to the Order of	Check Amount
0003415	01/23/2024	Michael Luk	138.74
0003416	01/23/2024	Miyoung Kang	125.28
0003417	01/23/2024	Mobile Modular	1,098.37
0003418	01/23/2024	Relay, Inc	1,120.28
0003419	01/23/2024	Rex-Craft Inc	1,079.58
0003420	01/23/2024	SHARP BUSINESS SYSTEMS	1,574.43
0003421	01/23/2024	Timothy Murray	109.20
0003422	01/25/2024	Amazon Capital Services	986.73
0003423	01/25/2024	Dominic Cacioppo	3,412.50
0003424	01/25/2024	Oakland Unified School Dist Attn:Accounts Payable/Minh Co	32,500.00
0003425	01/25/2024	Swing Education Inc.	255.00
0003426	01/25/2024	The Advantage Group	174.45
VCH-00000053	01/22/2024	Alameda County Office of Education	88,184.26
VCH-00000054	01/22/2024	U.S. Bank	4,538.40
VCH-00000055	01/22/2024	Wex Bank	717.57
Total Number of Checks			64
			590,141.77

Fund Recap

Fund	Description	Check Count	Expensed Amount
62	Charter Fund	64	590,141.77
	Total Number of Checks	64	590,141.77
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		590,141.77

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. SCHOOLABILITY Page 2 of 2

Fiscal13a

Financial Statement

Fund 62 - Charter Fund			Fiscal Year 2023/24 Through January 2024			
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFF STATE AID - CURRENT YEAR	4,022,288.00	4,163,626.00	1,617,934.00	2,545,692.00	38.86
8012	EDUCATION PROTECTION ACCOUNT	1,691,489.00	1,658,254.00	719,880.00	938,374.00	43.41
8096	IN LIEU PROPERTY TAX TRANSFER	1,456,206.00	1,411,078.00	705,538.00	705,540.00	50.00
Total LCFF Revenue Sources		7,169,983.00	7,232,958.00	3,043,352.00	4,189,606.00	42.08
Federal Revenue						
8181	SPECIAL ED - ENTITLEMENT	62,100.00	59,280.00		59,280.00	
8220	CHILD NUTRITION	325,000.00	325,000.00	150,698.10	174,301.90	46.37
8290	OTHER FEDERAL REVENUE	505,831.00	567,679.00	241,817.31	325,861.69	42.60
8291	PY OTHER FED REVENUE		4,784.00	4,783.62	.38	99.99
Total Federal Revenue		892,931.00	956,743.00	397,299.03	559,443.97	41.53
Other State Revenues						
8520	CHILD NUTRITION	90,000.00	154,475.00	259,277.41	104,802.41-	167.84
8550	MANDATED COST REIMBURSEMENTS		17,525.00	17,525.00		100.00
8560	STATE LOTTERY REVENUE	71,162.00	155,533.00	71,644.65	83,888.35	46.06
8590	ALL OTHER STATE REVENUE	1,430,146.00	1,556,827.00	1,514,312.40	42,514.60	97.27
Total Other State Revenues		1,591,308.00	1,884,360.00	1,862,759.46	21,600.54	98.85
Other Local Revenue						
8689	Revenue suspense			2,463.79	2,463.79-	NO BDGT
8699	ALL OTHER LOCAL REVENUE	50,000.00	156,056.00	109,219.87	46,836.13	69.99
8792	SELPA APPORTIONMENT TRANSFERS	389,983.00	527,594.00	200,158.00	327,436.00	37.94
8799	OTHER AGENCY TRANSFERS IN		270,953.00	171,324.74	99,628.26	63.23
Total Other Local Revenue		439,983.00	954,603.00	483,166.40	471,436.60	50.61
Total Year To Date Revenues		10,094,205.00	11,028,664.00	5,786,576.89	5,242,087.11	52.47

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	CERTIFICATED TEACHER BASE	2,547,158.00	2,514,016.00	968,587.10	1,468,015.34	77,413.56	58.39
1130	CERTIFICATED TEACHER EXTRA	140,959.00	125,852.00	7,200.00	40,157.82	78,494.18	31.91
1160	CERTIFICATED TEACHER SUBS	50,000.00	259,437.00		139,369.37	120,067.63	53.72
1190	CERTIFICATED TEACHER AUX		165,563.00		50,504.38	115,058.62	30.50
1200	CERTIFICATED PUPIL SUPP BASE	289,264.00	312,174.00	150,799.70	155,784.91	5,589.39	49.90
1230	CERTIFICATED PUPIL SUPP EXTRA	1,503.00	1,750.00	795.50	954.64	.14-	54.55

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 7, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fd = 62)



Fiscal13a

Financial Statement

Fund 62 - Charter Fund **Fiscal Year 2023/24 Through January 2024**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Certificated Salaries (continued)							
1300	CERTIFICATED SUPERVISOR/ADMIN	383,248.00	566,294.00	240,366.80	317,613.52	8,313.68	56.09
1330	CERTIFICATED SUP/ADMIN EXTRA	501.00	1,250.00	530.30	719.64	.06	57.57
1900	CERTIFICATED OTHER SALARIES	51,480.00	20,903.00		20,099.52	803.48	96.16
1930	CERTIFICATED OTHER EXTRA		383.00		868.23	485.23-	226.69
Total Certificated Salaries		3,464,113.00	3,967,622.00	1,368,279.40	2,194,087.37	405,255.23	55.30
Classified Salaries							
2100	CLASSIFIED INST AIDE SALARIES	103,752.00	139,130.00	55,061.62	61,723.25	22,345.13	44.36
2130	CLASSIFIED INST AIDE EXTRA	5,000.00	8,425.00		3,482.70	4,942.30	41.34
2200	CLASSIFIED SUPPORT SALARIES	407,187.00	381,674.00	180,056.10	202,458.47	840.57-	53.04
2230	CLASSIFIED SUPPORT EXTRA/OT	20,000.00	47,589.00	8,204.50	13,451.09	25,933.41	28.27
2300	CLASSIFIED SUPERVISOR/ADMIN	299,950.00	165,865.00	69,970.90	93,536.72	2,357.38	56.39
2330	CLASSIFIED SUP/ADMIN EXTRA	2,000.00	12,000.00	833.30	1,166.62	10,000.08	9.72
2400	CLASSIFIED CLER/TECH SALARIES	135,327.00	266,347.00	113,252.58	167,684.41	14,589.99-	62.96
2430	CLASSIFIED CLER/TECH EXTRA/OT	5,000.00	10,500.00		7,071.40	3,428.60	67.35
2900	OTHER CLASSIFIED SALARIES	45,944.00	12,000.00		7,500.00	4,500.00	62.50
Total Classified Salaries		1,024,160.00	1,043,530.00	427,379.00	558,074.66	58,076.34	53.48
Employee Benefits							
3101	STRS-CERTIFICATED	575,666.00	657,683.00	240,078.85	356,841.76	60,762.39	54.26
3102	STRS-CLASSIFIED		445.00		3,419.01	2,974.01-	768.32
3201	PERS-CERTIFICATED	70,512.00	88,744.00	28,738.58	46,279.96	13,725.46	52.15
3202	PERS-CLASSIFIED	264,104.00	250,918.00	105,715.89	127,121.95	18,080.16	50.66
3301	OASDI-CERTIFICATED	27,181.00	27,027.00	6,562.26	14,532.47	5,932.27	53.77
3302	OASDI-CLASSIFIED	66,443.00	64,053.00	26,245.80	33,005.60	4,801.60	51.53
3311	MEDICARE-CERTIFICATED	44,589.00	56,951.00	19,658.31	31,546.73	5,745.96	55.39
3312	MEDICARE-CLASSIFIED	16,459.00	15,014.00	6,138.08	8,009.79	866.13	53.35
3401	HEALTH & WELFARE BEN-CERT	476,979.00	480,483.00	180,687.50	279,235.51	20,559.99	58.12
3402	HEALTH & WELFARE BEN-CLASS	125,449.00	136,611.00	58,334.24	79,353.88	1,077.12-	58.09
3501	UNEMPLOYMENT INSURANCE-CERT	11,723.00	12,462.00	132.23	25,030.07	12,700.30-	200.85
3502	UNEMPLOYMENT INSURANCE-CLASS	32,636.00	25,006.00	3,941.25	9,426.56	11,638.19	37.70
3601	WORKERS COMP INS-CERT	75,026.00	43,626.00	15,324.67	24,573.58	3,727.75	56.33
3602	WORKERS COMP INS-CLASS	12,080.00	11,460.00	4,786.77	6,250.52	422.71	54.54
Total Employee Benefits		1,798,847.00	1,870,483.00	696,344.43	1,044,627.39	129,511.18	55.85
Books and Supplies							
4100	APPROVED TEXTBOOKS & CORE CURR	72,673.00	87,727.00		69,806.69	17,920.31	79.57
4200	BOOKS & REFERENCE MATERIALS	24,000.00	7,000.00	3,353.55	1,633.55	2,012.90	23.34

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 7, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fd = 62) SCHOOLABILITY

Fiscal13a

Financial Statement

Fund 62 - Charter Fund		Fiscal Year 2023/24 Through January 2024					
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4300	MATERIALS AND SUPPLIES	343,635.00	328,595.00	15,938.47	94,098.10	218,558.43	28.64
4320	FOOD/BEVERAGES	30,000.00	38,225.00	3,439.45	4,069.69	30,715.86	10.65
4330	FURNITURE/EQUIP UNDER \$500		7,000.00		6,689.33	310.67	95.56
4340	GAS FOR VEHICLES	12,000.00	20,000.00	5,168.87	4,073.37	10,757.76	20.37
4400	NONCAPITAL EQUIP (\$500 to <5k)	10,000.00	23,143.00	271.84	13,140.67	9,730.49	56.78
4401	Capital Asset >\$5k		246,600.00	32,625.29	40,639.95	173,334.76	16.48
4700	FOOD (CHILD NUTRITION PROGRAM)	347,034.00	366,182.00	115,650.00	240,346.01	10,185.99	65.64
	Total Books and Supplies	839,342.00	1,124,472.00	176,447.47	474,497.36	473,527.17	42.20
Services and Other Operating Expenditures							
5100	SUBAGREEMENTS FOR SERVICES	166,000.00	141,000.00	144,841.37	14,131.35	17,972.72-	10.02
5200	TRAVEL AND CONFERENCES	4,400.00	33,447.00	300.00	10,443.25	22,703.75	31.22
5300	DUES AND MEMBERSHIPS	27,050.00	20,158.00	410.60	14,493.80	5,253.60	71.90
5400	INSURANCE	107,827.00	107,577.00		107,482.09	94.91	99.91
5500	OPERATIONS & HOUSEKEEPING SRVS	178,205.00	224,500.00	70,667.17	110,262.35	43,570.48	49.11
5510	UTILITIES - ELECTRIC & GAS	120,000.00	120,000.00	53,757.56	55,490.24	10,752.20	46.24
5520	UTILITIES - WATER & SEWER	25,000.00	25,000.00	15,975.51	7,831.46	1,193.03	31.33
5530	WASTE DISPOSAL & RECYCLING	52,930.00	75,550.00	24,648.90	30,746.11	20,154.99	40.70
5600	NONCAPITALIZED REPAIRS	72,700.00	80,000.00	6,585.19	20,559.72	52,855.09	25.70
5605	Bldng improvement > \$4999.99		120,000.00		25,032.08	94,967.92	20.86
5610	FACILITIES RENT & LEASES	288,000.00	290,000.00	85,082.79	194,206.10	10,711.11	66.97
5615	Other Rentals		18,000.00	8,173.39	6,830.75	2,995.86	37.95
5620	EQUIPMENT RENT & LEASES	609.00	3,000.00	36.09	2,902.09	61.82	96.74
5710	DIRECT COST TRANSFER		39,607.00-			39,607.00-	
5800	PROFESSIONAL/CONSULTING SRVCS	330,354.00	719,928.00	187,337.10	385,155.49	147,435.41	53.50
5805	Catering/Restaurant		8,250.00		3,053.84	5,196.16	37.02
5810	EDUCATION CONSULTANTS	401,647.00	432,720.00	92,702.30	293,197.41	46,820.29	67.76
5820	LEGAL & AUDIT SERVICES	64,750.00	84,750.00	23,612.50	32,275.75	28,861.75	38.08
5840	SOFTWARE AND LICENCES	251,565.00	282,725.00	6,767.29	253,215.88	22,741.83	89.56
5850	TRANSPORTATION/FIELD TRIPS	31,250.00	45,355.00	873.68	12,375.60	32,105.72	27.29
5880	MISC FEES/CHARGES/DAMAGES	50,243.00	24,010.00	1,217.86	16,712.89	6,079.25	69.61
5899	Expense Reserve		1,100.00		7,789.63	6,689.63-	708.15
5900	COMMUNICATION - PHONE/INTERNET	51,700.00	94,600.00	42,836.02	44,382.84	7,381.14	46.92
5910	PRINTING SERVICES	13,169.00		110.50		110.50-	NO BDGT
5920	POSTAGE	4,400.00	5,400.00	649.11	1,000.13	3,750.76	18.52
	Total Services and Other Operating Expenditures	2,241,799.00	2,917,463.00	766,584.93	1,649,570.85	501,307.22	56.54

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 7, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fd = 62)



Fiscal13a

Financial Statement

Fund 62 - Charter Fund **Fiscal Year 2023/24 Through January 2024**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Capital Outlay							
6200		258,617.00					NO BDGT
6500		514,050.00					NO BDGT
	Total Capital Outlay	772,667.00	.00	.00	.00	.00	NO BDGT
6600 - 6999							
6900	DEPRECIATION	50,000.00	448,026.00			448,026.00	
	Total 6600 - 6999	50,000.00	448,026.00	.00	.00	448,026.00	
Debt Service							
7438	DEBT SERVICE - INTEREST	25,323.00	24,214.00		12,106.93	12,107.07	50.00
	Total Debt Service	25,323.00	24,214.00	.00	12,106.93	12,107.07	50.00
	Total Year To Date Expenditures	10,216,251.00	11,395,810.00	3,435,035.23	5,932,964.56	2,027,810.21	52.06

Fiscal13a

Financial Statement

Fund 62 - Charter Fund **Fiscal Year 2023/24 Through January 2024**

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9120	CASH IN BANK - BRIDGE BANK	4,459,418.20	2,312,961.48-	2,146,456.72
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
9150	Investment		1,000,000.00	1,000,000.00
9201	ACCOUNTS RECEIVABLE PRIOR YEAR	1,004,722.19	876,717.56-	128,004.63
9290	DUE FROM GRANTOR GOVERNMENTS	261,801.89	39,950.41-	221,851.48
9330	PREPAID EXPENSES	47,215.52	9,177.69-	38,037.83
9420	LAND IMPROVEMENTS	13,540,883.09		13,540,883.09
9425	ACC DEPREC - LAND IMPROVEMENTS	4,509,832.12-		4,509,832.12-
9430	BUILDINGS	583,097.94		583,097.94
9435	ACC DEPREC - BUILDINGS	32,278.81-		32,278.81-
9440	EQUIPMENT	1,552,282.60	229,811.00	1,782,093.60
9445	ACC DEPREC - EQUIPMENT	1,440,336.18-		1,440,336.18-
	Total Assets	15,473,013.73	2,008,996.14-	13,464,017.59
Liabilities				
9501	ACCOUNTS PAYABLE (Prior)	183,120.03	187,315.35-	4,195.32-
9502	PAYABLE - EXCESS STRS (QB BAL)	627.70		627.70
9513	OASDI	333.88	11,731.90	12,065.78
9520	NET PAY ADJUSTMENT	1,129.95	205.16-	924.79
9522	STRS (OMI)	34,039.05	90,376.50	124,415.55
9524	PERS (OMI)	22,879.97	21,929.79	44,809.76
9525	EXCESS STRS - EMPLOYEE	709.50		709.50
9531	FEDERAL INCOME TAX		43,180.63	43,180.63
9532	STATE INCOME TAX		18,482.54	18,482.54
9534	MEDICARE	15.14	9,771.40	9,786.54
9535	STATE UNEMPLOYMENT INS	3.65-	10,762.24	10,758.59
9536	WORKERS' COMPENSATION INS	12,430.80	13,629.90-	1,199.10-
9540	STATE DISABILITY INS	8,735.06-	1,369.88	7,365.18-
9551	MEDICAL - KAISER (OMI)	21,945.35-	14,498.53-	36,443.88-
9553	DENTAL - PRINCIPAL (OMI)	38,926.93	23,503.53	62,430.46
9555	VISION - PRINCIPAL (OMI)	7,166.80	4,286.49	11,453.29
9556	BASIC LIFE - PRINCIPAL	51,305.95-	34,283.02-	85,588.97-
9557	LTD - PRINCIPAL (OMI)	7,835.64	4,401.96	12,237.60
9558	ADD - PRINCIPAL (OMI)	604.11	310.97	915.08
9590	DUE TO GRANTOR GOVERNMENTS	276,261.32	129,986.00-	146,275.32
9650	UNEARNED REVENUE	1,665,253.04	1,665,253.04-	

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 7, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y, Fd = 62) SCHOOLABILITY

Fiscal13a

Financial Statement

Fund 62 - Charter Fund		Fiscal Year 2023/24 Through January 2024		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation (continued)				
Liabilities (continued)				
9661	LOAN PAYABLE - CS FACILITIES	1,210,693.48		1,210,693.48
	Total Liabilities	3,380,037.33	1,805,063.17-	1,574,974.16
9800 - 9999				
9999	Error Account		18,090.70	18,090.70
	Calculated Fund Balance	12,092,976.40	222,023.67-	11,870,952.73
Beginning Fund Balance				
9791	BEGINNING FUND BALANCE	12,092,976.40		12,092,976.40
9793	AUDIT ADJUSTMENTS		75,636.00-	75,636.00-
	Total Beginning Fund Balance	12,092,976.40	75,636.00-	12,017,340.40
	Beginning Fund Balance Proof	.00	146,387.67-	146,387.67-
Change in Fund Balance - Excess Revenues (Expenditures)			(146,387.67)	

Memo Only - Ending Fund Balance Accounts				
		Adopted	Revised	
Reserves				
9720	RESERVE FOR ENCUMBRANCES			3,435,035.23
Other Designations				
9790	UNRESTRICTED NET POSITION	12,393,592.00	11,719,581.00	

Fiscal13a

Financial Statement

Fund 62 - Charter Fund		Fiscal Year 2023/24 Through January 2024				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	10,094,205.00	11,028,664.00		5,786,576.89	5,242,087.11	52.47
B. Expenditures	10,216,251.00	11,395,810.00	3,435,035.23	5,932,964.56	2,027,810.21	52.06
C. Subtotal (Revenue LESS Expense)	122,046.00-	367,146.00-		146,387.67-	3,214,276.90	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	122,046.00-	367,146.00-		146,387.67-	3,214,276.90	
F. Fund Balance:						
Beginning Balance (9791)	12,515,638.00	12,086,727.00		12,092,976.40		
Audit Adjustments (9793)				75,636.00-		
Other Restatements (9795)						
Adjusted Beginning Balance	12,515,638.00	12,086,727.00		12,017,340.40		
G. Calculated Ending Balance	12,393,592.00	11,719,581.00		11,870,952.73		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	12,393,592.00	11,719,581.00				
Other				3,435,035.23		

OAKLAND MILITARY INSTITUTE, COLLEGE PREPARATORY ACADEMY

December 2023 Payroll

GROSS EARNINGS

Base Pay	\$ 371,942
Addon Pay	\$ 5,349
Substitutes	\$ 34,569
	\$ 411,860

CONTRIBUTIONS

State & Federal Taxes	\$ 17,842
PERS	\$ 26,200
STRS	\$ 57,427
Health & Welfare	\$ 62,140
Other	\$ 387
CONTRIB. TOTAL	\$ 163,996

SUMMARY

Gross Earnings	\$ 411,860
Contributions	\$ 163,996
TOTAL	\$ 575,856

OAKLAND MILITARY INSTITUTE, COLLEGE PREPARATORY ACADEMY

January 2024 Payroll

GROSS EARNINGS

Base Pay	\$ 487,843
Addon Pay	\$ 8,706
Substitutes	\$ 46,040
EARNINGS TOTAL	\$ 542,589

CONTRIBUTIONS

State & Federal Taxes	\$ 45,618
PERS	\$ 34,803
STRS	\$ 75,295
Health & Welfare	\$ 61,013
Other	\$ 380
CONTRIB. TOTAL	\$ 217,109

SUMMARY

Gross Earnings	542,589
Contributions	217,109
TOTAL	759,698

Coversheet

Personnel Report

Section: III. Approval of Consent Items
Item: C. Personnel Report
Purpose:
Submitted by: Kathryn Wong
Related Material: Staff Changes - 2-15-2024.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 from the Superintendent. Please find attached all personnel changes since our last board meeting on December 15, 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 December 14, 2023-February 15, 2024

New Hire:				
Last Name	First Name	Job Title Description	FTE	Start Date / Separation Date:
Silvestri	Allison	SPED Teacher	1	1/8/2024
Simmons	Samone	SPED Aide	1	1/2/2024
Hum	Steven	Tutor	1	2/2/2024
Transfers:				
Last Name	First Name	Job Title Description		
Promotion:				
Last Name	First Name	Job Title Description		
McIntry	Dustin	SPED Teacher	1	
DeMarcky	Thom	Middle School English Teacher	1	
Separations:				
Last Name	First Name	Job Title Description		
Avila	Alexandra	ELD Teacher	1	1/16/2024
Castro	Miguel	Middle School English Teacher	1	1/4/2024
Rachal	Eugene	Biology Teacher	1	1/16/2024
Teacher/Staff Vacancies:				
ELD			1	
Biology			1	

Coversheet

New Contracts

Section: III. Approval of Consent Items
Item: D. New Contracts
Purpose:
Submitted by: Jacque Eischens/Mary Streshly
Related Material: S_Wiley_Offerletter_Subbing.docx.pdf
01232024_CONSULTING AGREEMENT Molly Schmidt (1).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: SSG Sinead Wiley Independent Contractor

Contract #2: Molly Schmidt Independent Contractor

Contract #3:

Contract #4:

Contract #5:

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.



**OAKLAND MILITARY INSTITUTE
COLLEGE PREPARATORY ACADEMY**

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

Date: February 1, 2024

Dear Ms. Sinead Wiley,

We are pleased to tentatively offer you Long Term Substitute Teacher position at the Oakland Military Institute (OMI) College Preparatory Academy. We think that your experience and skills will be a valuable asset to our school.

The position will be a part-time position from the period of the 2023/2024 Academic Year. If you are to accept this offer you will be eligible for the following in accordance to our policies:

- \$349.69 a day

Expectations:

- You must take and pass the California Basic Educational Skills Test (CBEST)
- Apply for a 30day sub permit
- Monthly meetings with Mrs. Wong about your progress towards acquiring the sub permit.

To accept this offer, sign and date this letter as indicated below and email it back to us by Friday, February 2, 2024. Along with this offer letter, we are including a copy of our Employee Handbook, so that you can become familiar with our policies.

Your anticipated hire date will be February 9, 2024. Your immediate supervisor will be Mr. Shann Chu. We note that this offer is based on the following conditions:

- * Department of Justice clearance on background from fingerprinting
- * Completion of all required personnel forms
- * Ratification and approval by the Board of Directors

We look forward to welcoming you to our team. Feel free to call Mrs. Wong, if you have any questions or concerns.

Sincerely,

DocuSigned by:

 912ADA436406453... 2/1/2024

Dr. Mary Streshly Date
 Superintendent

DocuSigned by:

 F784E6E76968408... 2/1/2024

Kathryn Wong Date



**OAKLAND MILITARY INSTITUTE
COLLEGE PREPARATORY ACADEMY**

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

Human Resources Manager

ACCEPTANCE

I have read this offer and I accept employment with Oakland Military Institute (OMI) with the terms shown here and /or the employee handbook. I certify that all information I have provided to OMI related to my employment is true and accurate.

<p>Sinead Wiley</p> <hr/> <p>Applicant (Print Name)</p>	<p>DocuSigned by:  <small>0B1C23EE6A06490...</small></p> <hr/> <p>(Signature)</p>	<p>2/1/2024</p> <hr/> <p>Date</p>
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CONSULTING AGREEMENT

THIS CONSULTING AGREEMENT (the "Agreement") is dated this 23 day of January, 2024.

CLIENT

Oakland Military Institute
3877 Lusk Street Oakland, CA 94608
(the "Client")

CONSULTANT

Molly Schmidt Consulting Group
1310 26th Street Frnt Sacramento CA
95816
(the "Consultant")

BACKGROUND

- A. The Client is of the opinion that the Consultant has the necessary qualifications, experience and abilities to provide consulting services to the Client.
- B. The Consultant is agreeable to providing such consulting services to the Client on the terms and conditions set out in this Agreement.

IN CONSIDERATION OF the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the Client and the Consultant (individually the "Party" and collectively the "Parties" to this Agreement) agree as follows:

SERVICES PROVIDED

1. The Client hereby agrees to engage the Consultant to provide the Client with the following consulting services (the "Services"):
 - Assist in Fall 2 CALPADS Certification.
2. The Services will also include any other consulting tasks which the Parties may agree on. The Consultant hereby agrees to provide such Services to the Client.

TERM OF AGREEMENT

3. The term of this Agreement (the "Term") will begin on the date of this Agreement and will remain in full force and effect indefinitely until terminated as provided in this Agreement.
4. In the event that either Party wishes to terminate this Agreement, that Party will be required to provide 10 days' written notice to the other Party.

5. In the event that either Party breaches a material provision under this Agreement, the non-defaulting Party may terminate this Agreement immediately and require the defaulting Party to indemnify the non-defaulting Party against all reasonable damages.
6. This Agreement may be terminated at any time by mutual agreement of the Parties.
7. Except as otherwise provided in this Agreement, the obligations of the Consultant will end upon the termination of this Agreement.

PERFORMANCE

8. The Parties agree to do everything necessary to ensure that the terms of this Agreement take effect.

CURRENCY

9. Except as otherwise provided in this Agreement, all monetary amounts referred to in this Agreement are in USD (US Dollars).

COMPENSATION

10. The Consultant will charge the Client for the Services at the rate of \$150.00 per hour (the "Compensation").
11. The Client will be invoiced every month.
12. Invoices submitted by the Consultant to the Client are due within 30 days of receipt.
13. The Consultant will not be reimbursed for any expenses incurred in connection with providing the Services of this Agreement.

INTEREST ON LATE PAYMENTS

14. Interest payable on any overdue amounts under this Agreement is charged at a rate of 10.00% per annum or at the maximum rate enforceable under applicable legislation, whichever is lower.

CONFIDENTIALITY

15. Confidential information (the "Confidential Information") refers to any data or information relating to the business of the Client which would reasonably be considered to be proprietary to the Client including, but not limited to, accounting records, business processes, and client records and that is not generally known in the industry of the Client and where the release of that Confidential Information could reasonably be expected to cause harm to the Client.
16. The Consultant agrees that they will not disclose, divulge, reveal, report or use, for any purpose, any Confidential Information which the Consultant has obtained, except as authorized by the Client or as required by law. The obligations of confidentiality will apply during the Term and will

survive indefinitely upon termination of this Agreement.

17. All written and oral information and material disclosed or provided by the Client to the Consultant under this Agreement is Confidential Information regardless of whether it was provided before or after the date of this Agreement or how it was provided to the Consultant.

OWNERSHIP OF INTELLECTUAL PROPERTY

18. All intellectual property and related material, including any trade secrets, moral rights, goodwill, relevant registrations or applications for registration, and rights in any patent, copyright, trademark, trade dress, industrial design and trade name (the "Intellectual Property") that is developed or produced under this Agreement, is a "work made for hire" and will be the sole property of the Client. The use of the Intellectual Property by the Client will not be restricted in any manner.
19. The Consultant may not use the Intellectual Property for any purpose other than that contracted for in this Agreement except with the written consent of the Client. The Consultant will be responsible for any and all damages resulting from the unauthorized use of the Intellectual Property.

RETURN OF PROPERTY

20. Upon the expiration or termination of this Agreement, the Consultant will return to the Client any property, documentation, records, or Confidential Information which is the property of the Client.

CAPACITY/INDEPENDENT CONTRACTOR

21. In providing the Services under this Agreement it is expressly agreed that the Consultant is acting as an independent contractor and not as an employee. The Consultant and the Client acknowledge that this Agreement does not create a partnership or joint venture between them, and is exclusively a contract for service. The Client is not required to pay, or make any contributions to, any social security, local, state or federal tax, unemployment compensation, workers' compensation, insurance premium, profit-sharing, pension or any other employee benefit for the Consultant during the Term. The Consultant is responsible for paying, and complying with reporting requirements for, all local, state and federal taxes related to payments made to the Consultant under this Agreement.

RIGHT OF SUBSTITUTION

22. Except as otherwise provided in this Agreement, the Consultant may, at the Consultant's absolute discretion, engage a third party sub-contractor to perform some or all of the obligations of the Consultant under this Agreement and the Client will not hire or engage any third parties to assist with the provision of the Services.
23. In the event that the Consultant hires a sub-contractor:
- the Consultant will pay the sub-contractor for its services and the Compensation will

remain payable by the Client to the Consultant.

- for the purposes of the indemnification clause of this Agreement, the sub-contractor is an agent of the Consultant.

AUTONOMY

24. Except as otherwise provided in this Agreement, the Consultant will have full control over working time, methods, and decision making in relation to provision of the Services in accordance with the Agreement. The Consultant will work autonomously and not at the direction of the Client. However, the Consultant will be responsive to the reasonable needs and concerns of the Client.

EQUIPMENT

25. Except as otherwise provided in this Agreement, the Consultant will provide at the Consultant's own expense, any and all equipment, software, materials and any other supplies necessary to deliver the Services in accordance with the Agreement.

NO EXCLUSIVITY

26. The Parties acknowledge that this Agreement is non-exclusive and that either Party will be free, during and after the Term, to engage or contract with third parties for the provision of services similar to the Services.

NOTICE

27. All notices, requests, demands or other communications required or permitted by the terms of this Agreement will be given in writing and delivered to the Parties at the following addresses:

- a.** Oakland Military Institute
3877 Lusk Street Oakland, CA 94608
- b.** Molly Schmidt Consulting Group
1310 26th Street Frnt Sacramento CA 95816

or to such other address as either Party may from time to time notify the other, and will be deemed to be properly delivered (a) immediately upon being served personally, (b) two days after being deposited with the postal service if served by registered mail, or (c) the following day after being deposited with an overnight courier.

INDEMNIFICATION

28. Except to the extent paid in settlement from any applicable insurance policies, and to the extent permitted by applicable law, each Party agrees to indemnify and hold harmless the other Party, and its respective directors, shareholders, affiliates, officers, agents, employees, and permitted

successors and assigns against any and all claims, losses, damages, liabilities, penalties, punitive damages, expenses, reasonable legal fees and costs of any kind or amount whatsoever, which result from or arise out of any act or omission of the indemnifying party, its respective directors, shareholders, affiliates, officers, agents, employees, and permitted successors and assigns that occurs in connection with this Agreement. This indemnification will survive the termination of this Agreement.

ADDITIONAL CLAUSE

29. Consultant will not exceed 25 hours of work or \$3750. If more than 25 hours of work is needed or once 25 hours of work is completed, a new contract will be issued and rate may be re-evaluated.

MODIFICATION OF AGREEMENT

30. Any amendment or modification of this Agreement or additional obligation assumed by either Party in connection with this Agreement will only be binding if evidenced in writing signed by each Party or an authorized representative of each Party.

TIME OF THE ESSENCE

31. Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

ASSIGNMENT

32. The Consultant will not voluntarily, or by operation of law, assign or otherwise transfer its obligations under this Agreement without the prior written consent of the Client.

ENTIRE AGREEMENT

33. It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

ENUREMENT

34. This Agreement will enure to the benefit of and be binding on the Parties and their respective heirs, executors, administrators and permitted successors and assigns.

TITLES/HEADINGS

35. Headings are inserted for the convenience of the Parties only and are not to be considered when interpreting this Agreement.

GENDER

36. Words in the singular mean and include the plural and vice versa. Words in the masculine mean

and include the feminine and vice versa.

GOVERNING LAW

37. This Agreement will be governed by and construed in accordance with the laws of the State of California.

SEVERABILITY

38. In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

WAIVER

39. The waiver by either Party of a breach, default, delay or omission of any of the provisions of this Agreement by the other Party will not be construed as a waiver of any subsequent breach of the same or other provisions.

IN WITNESS WHEREOF the Parties have duly affixed their signatures under hand and seal on this 23 day of January, 2024.

Oakland Military Institute

Per: Dr. M. E. Streshly, Ed.D.

Officer's Name: Dr. M. E. Streshly, Ed.D.

Molly Schmidt Consulting Group

Per: Molly Schmidt

Officer's Name: Molly Schmidt

Coversheet

Cadet Leadership Brief

Section: IV. Student Board Member Report
Item: A. Cadet Leadership Brief
Purpose:
Submitted by: Ryan Ton

BACKGROUND:

Cadet Commander Ryan Ton will be representing the OMI Cadet Leadership staff in giving the OMI Board of Directors a brief outlook of the events ahead.

Some points that will be discussed:

- Recent student event highlights
-
- and more!

RECOMMENDATION:

The OMI staff recommends that the Board of Directors listen to the presentation and ask questions if they have any for Ryan Ton.

Coversheet

Board Governance Calendar Draft Concept

Section: V. Superintendent's Update
Item: A. Board Governance Calendar Draft Concept
Purpose:
Submitted by: Mary Streshly
Related Material: OMI Governance Calendar 2023-2024.pdf

BACKGROUND:

The superintendent will present her general updates and recognitions along with a draft proposal of a governance calendar template and format.

RECOMMENDATION:

It is the recommendation of the superintendent that the Board review the governance calendar for form and function and provide feedback to the superintendent.

Governance Calendar 2023-2024

Function	January	February	March	April	May	June	July	August	September	October	November	December
Setting Direction	No meeting	Healthy Kids Survey Results; LCAP Data Review; Lottery update	Consider Goals Revision ahead of LCAP drafting	Review 24/25 Proposed Key Initiatives	Approval Board meeting calendar Academic School Year Calendar; Approve Governing Board Member Terms Appointment of Board Officers	management retreat	No meeting	Superintendent Goal-setting; finalize evaluation	Recruitment Plan	Charter Renewal Plan; Consider COLA	Williams Act Report	SARC Start
Cadet Achievement	No Meeting; Approve School Accountability Report Card; Renstar	LCAP Goals Mid-Year Report; SARC Report Due; Civil Rights Data Due; New Course Approval	Approve Annual Comprehensive Safety Plan; ELPAC Testing; Fall course enrollment	Draft LCAP Annual Update; CAASPP; ELPAC testing; Develop PD calendar upcoming year	Draft LCAP Annual Update; AP testing; Graduation/ 8th grade promotion	Approve LCAP; Course Catalog; Cadet Handbook; summer school; ASP Plan	Submit LCAP; No meeting	Fall Start Up Report; Williams Act Audit; Renstar; Approve LCAP Local Indicators	Summer School Report; CAASPP results	CBEDS, Enrollment/ Attendance Report	Williams Act Report	Dual Enrollment Agreement; SARC
Finance	Jan 15th, CNIPS Annual Validation Reporting, CNIPS Mtly SNP Claim Reimb.	Audit Report, CNIPS Mtly SNP Claim Reimb.	Second Interim: Budget/Actual To-Date 23/24 Ind. Auditor Selection Form, CNIPS Mtly SNP Claim Reimb.	Budget Development, CNIPS Mtly SNP Claim Reimb. Educator Effectiveness Grant	Budget Development Education Protection Account Expenditure Summary CNIPS Mtly SNP Claim Reimb.	Approve Annual Budget /Contracts Form 990 + California Tax Return		CNIPS Mtly SNP Claim Reimb.	Fiscal: Unaudited Actuals, CNIPS Mtly SNP Claim Reimb. Consolidated Application	CNIPS Mtly SNP Claim Reimb.	CNIPS Mtly SNP Claim Reimb.	First interim: Budget/Actual Up To-Date; Winter ConAp submission, CNIPS Mtly SNP Claim Reimb. Audit Report for previous fiscal year
OUSD, CALPADS, OCR	Attendance Report: Month 6	Attendance Report: Month 7	Second Interim: Budget/Actual To-Date; CALPADS Fall 2 23/24 Ind. Auditor Selection Form Attendance Report: Month 8	Attendance Report: Month 9 P2	23/24 Chart. Sch. Annual Info Survey Attendance Report: Month 10	Attendance Report: Month 11 PA Multi-Years Budget Projection Attendance Report: Month 12 (P-Annual) PA	LCAP Due; CALPADS EOY 1 & 2; no meeting PENSEC	Attendance Report: Month 1A Attendance Report: Month 1B	Fiscal: Unaudited Actual Attendance Report: Month 2	20 Days Report Attendance Report: Month 3	CALPADS Fall 1; Attendance Report: Month 4	First interim: Budget/Actual Up To-Date Audit Report for previous fiscal year Attendance Rep: Mth 5 P1
Military / Cadet Leadership	No Meeting	Recondo, Marksmanship	AGI	Drill Comp	Develop YCP Calendar upcoming year	CACC Summer Camp Cooperative Agreement	No meeting; entrance camp; survival camp		CACC Leadership Conf	BIVOUAC, SAT, PSAT, Xtreme	PIR, Wilderness, Recondo	
Human Resources	Evaluation/ observation cycles	Additional Observation Cycles	recruitment fairs; final eval conferences	Final Eval Confs; commitment & release letters; early hire incentives	Hiring	Hiring; Declaration of Need for Fully Qualified Educators	Hiring; no meeting	Fall opening/ New Teacher Orientation/ Staff PD	Goal Setting for annual evaluations	Evaluation/ observation Cycle	Evaluation/ Observation Cycle	Staff of the Year Awards
Maintenance, Ops, Trans			Comprehensive Safety Plan			Campus cleaning, repairs, asset inventory	Campus cleaning, repairs, asset inventory					

Coversheet

Cashflow Update

Section: VI. Information/Discussion Items
Item: A. Cashflow Update
Purpose:
Submitted by: Jacque Eischens
Related Material: OMI_Cashflow_Report_2024.02.15 Meeting.pdf
OMI CD Statement 20240126.pdf

BACKGROUND:

Attached you will find a monthly cashflow projection for the 2023-24 FY. It includes the monthly expenditures and monthly revenues.

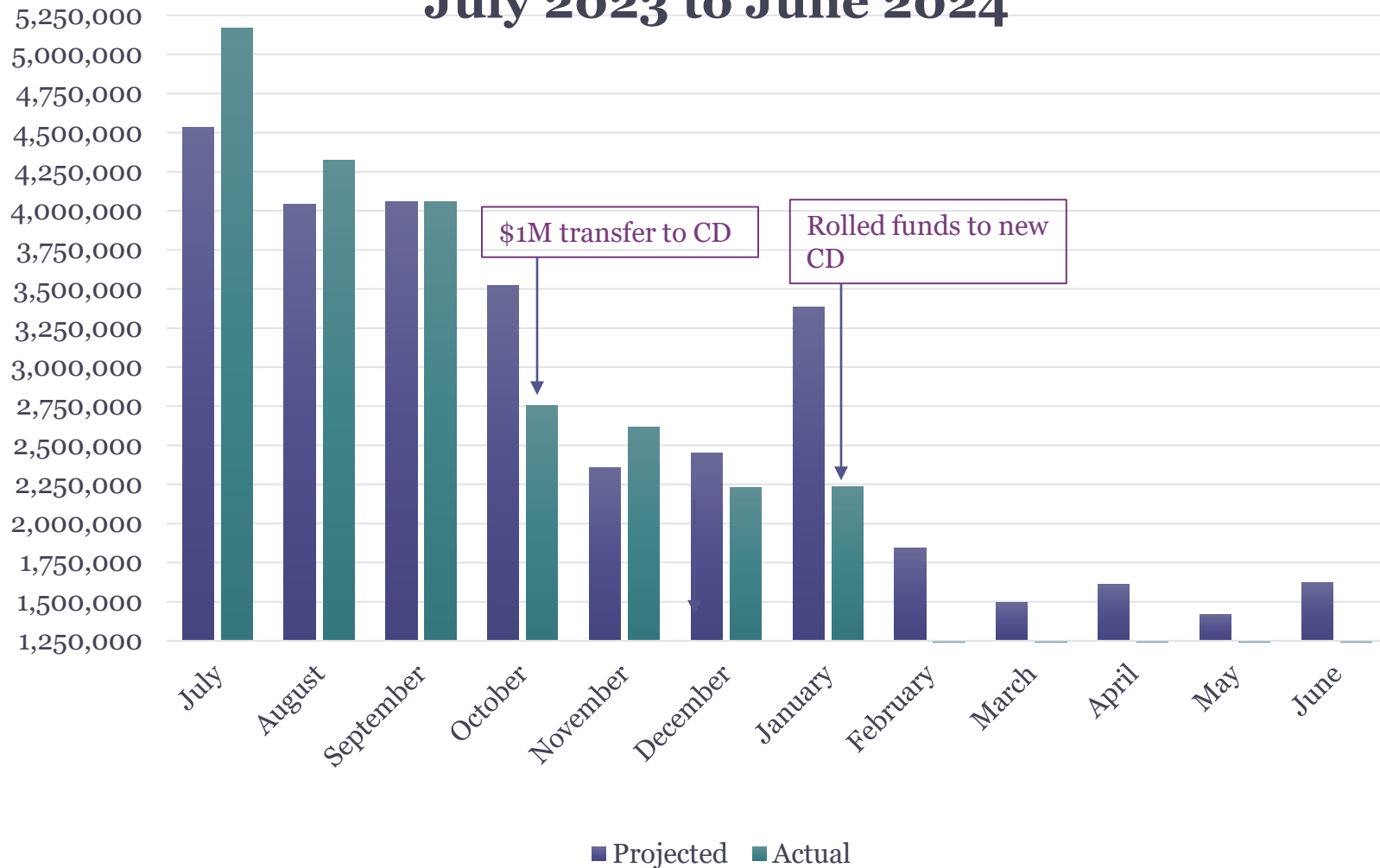
CASHFLOW REPORT

February 15, 2024

Prepared by Jacque Eischens, Consulting CFO

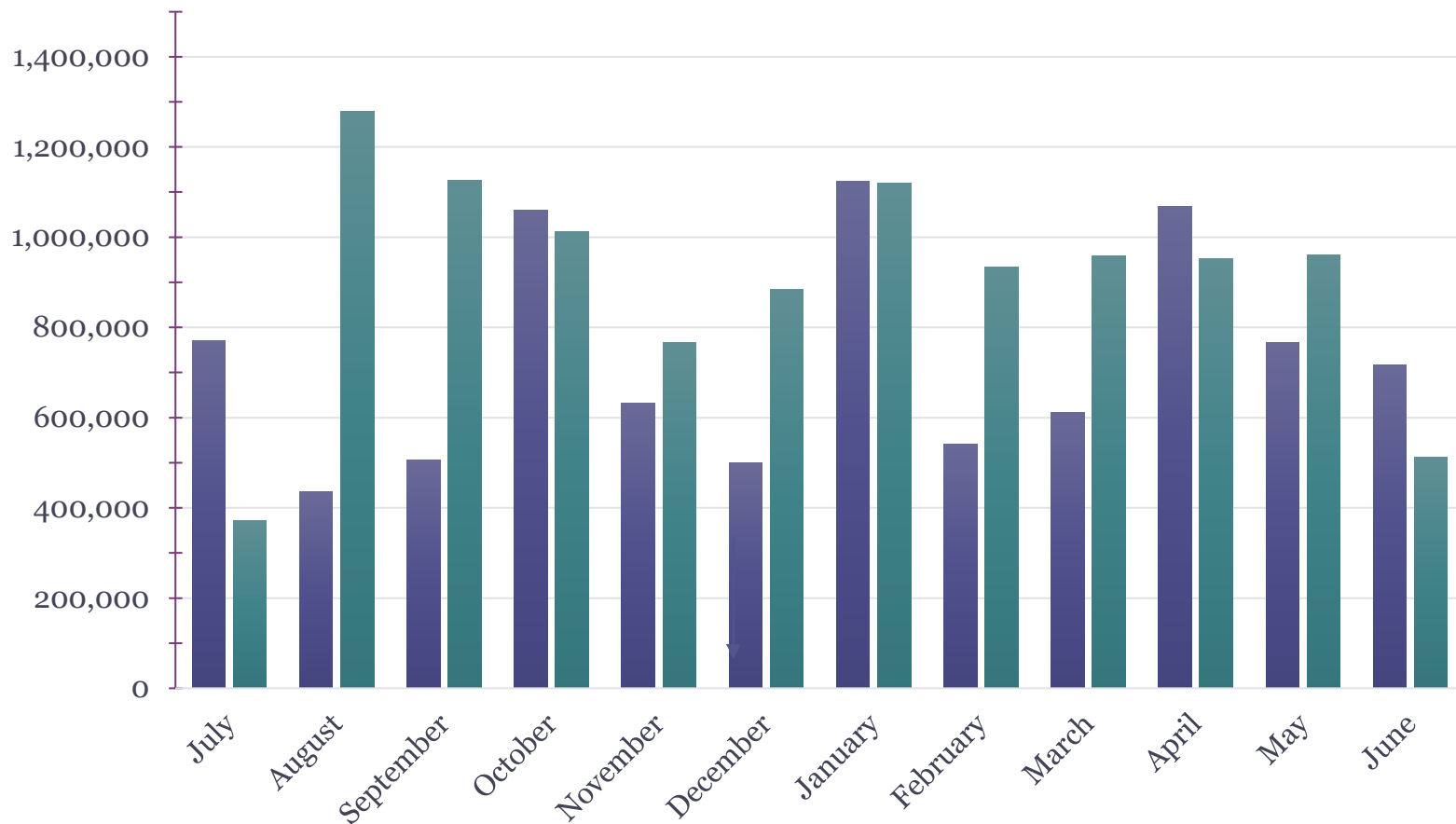


Cashflow - Checking Account July 2023 to June 2024



FY 2023-24 Revenue vs Expense

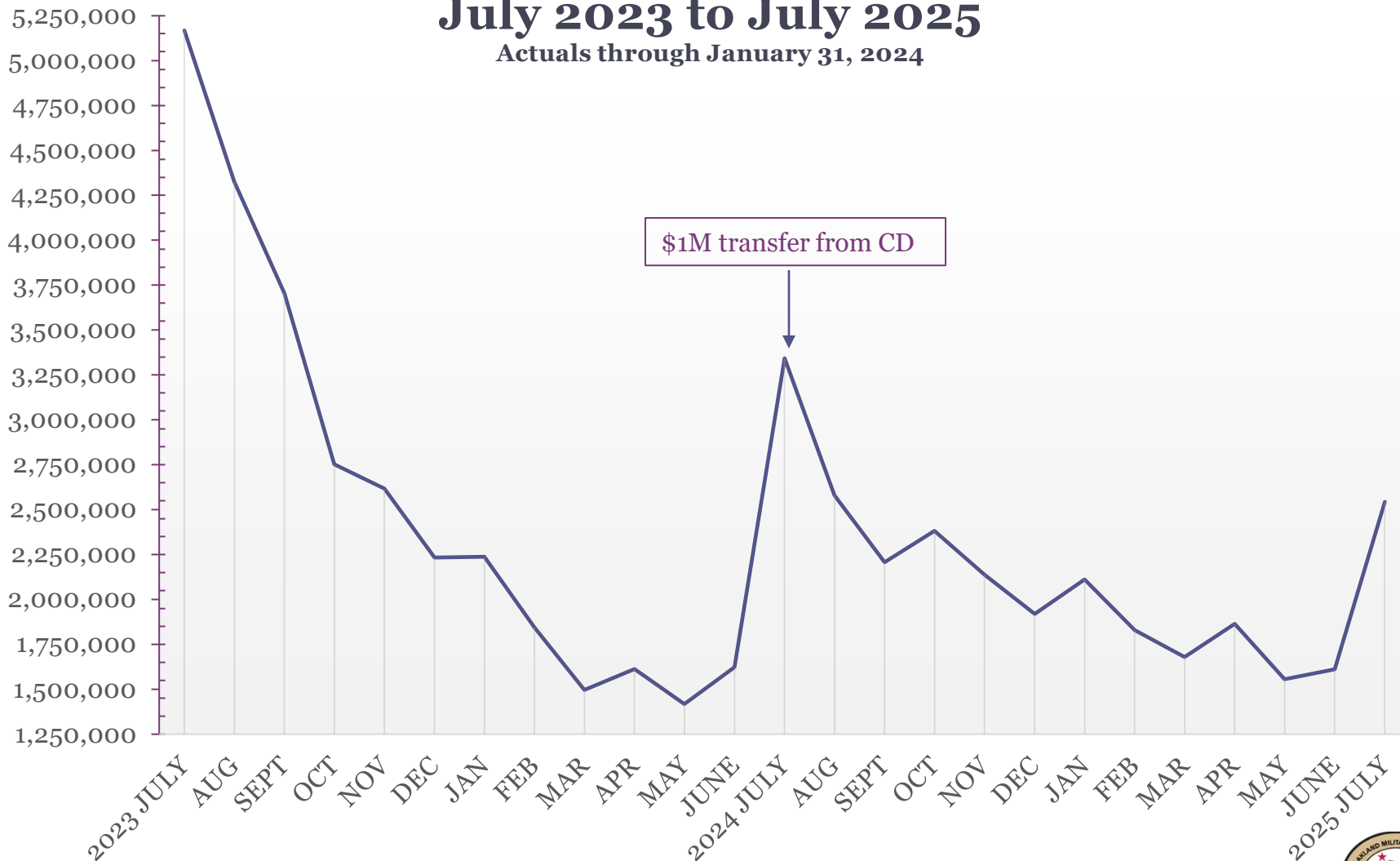
Actuals through January 31, 2024



Cashflow - Checking Account

July 2023 to July 2025

Actuals through January 31, 2024





DIV1001 | Alliance Association Bank | Alliance Bank of Arizona | Bank of Nevada | Bridge Bank | First Independent Bank | Torrey Pines Bank
 Member FDIC
 Subsidiaries: AmeriHome Mortgage

Certificates of Deposit Disclosures-Business and Personal

Certificate (CD) Product	Account / Rate Information	Opening Deposit Minimum	Interest and Balance Computation Information	Time Account Information / Limitations / Restrictions
<p>Relationship Flex CD</p> <p><input type="checkbox"/> 3 Months Flex CD</p> <p><input type="checkbox"/> 6 Months Flex CD</p> <p><input type="checkbox"/> 12 Months Flex CD</p> <p><input type="checkbox"/> 18 Months Flex CD</p>	<p>These accounts are interest bearing accounts. The annual percentage yield (APY) is on the Deposit Rate Sheet*. The interest rate will be in effect and will not change for the term of the account. Interest begins to accrue on the business day you deposit non-cash items (for example, checks). At your option, you may choose to receive interest monthly either by deposit into the certificate or deposited into a transaction or savings account. We use the simple interest method. Interest will not compound unless accrued interest is credited to the Certificate on a monthly (monthly compounding) basis.</p> <p>A notice will be mailed to you prior to maturity.</p>	<p>\$100,000.00</p>	<p>We use the daily balance method to calculate interest on the account. This method applies a daily periodic rate to the principal in the account each day.</p> <p>This is a tiered rate account. You must maintain a minimum balance of \$100,000.00 in the account each day to obtain the minimum disclosed annual percentage yield (APY) listed on the Rate Chart.</p> <p>The annual percentage yield earned is based on the balance maintained per tier as stated on the Rate Chart.</p>	<p>You may not make additional deposits into your account. You may make 1 penalty free withdrawal from your account during the term of the CD or we may impose the following penalties. The first withdrawal may not be made within the first 30 days of the initial deposit.</p> <ul style="list-style-type: none"> ▪ If the term of your account is 3 Months or 6 Months and you withdraw any of the principal before the maturity date, we may impose a penalty of thirty (30) days loss of interest on the amount withdrawn. ▪ If the term of your account is 12 months and you withdraw any of the principal before the maturity date, we may impose a penalty of ninety (90) days loss of interest on the amount withdrawn. ▪ If the term of your account is more than 12 months and up to and including 60 months, and you withdraw any of the principal before the maturity date, we may impose a penalty of one hundred eighty (180) days loss of interest on the amount withdrawn. ▪ Withdrawals in excess of 1 per term of CD will be subject to a Disbursement Fee of \$25 per transaction, plus early withdrawal penalty ▪ Fees or withdrawals may reduce earnings <p>The aforementioned terms will not automatically renew at maturity. Your funds will be placed in a non-interest-bearing account. You may withdraw funds after the maturity date without penalty.</p> <p>NOTE: In accordance with federal law, if you withdraw any amount within the first six (6) days after deposit or within six days of the most recent partial withdrawal, we are required to assess an early withdrawal penalty of at least seven (7) days' simple interest on the amount withdrawn. **</p>

*Refer to the **Deposit Rate Sheet**, which is part of this Disclosure, for the various balance ranges and minimum balance requirements, as applicable to your account. Refer to the separate **Schedule of Fees and Charges** for additional charges that may apply. Please also refer to the **Deposit Account Agreement and Disclosure** for other terms, conditions, and disclosures applicable to deposit accounts.

All terms will incur a mandatory regulatory penalty of seven days simple interest on amounts withdrawn within the first six days after deposit or within six days of the most recent partial withdrawal unless for reasons of death or legal incompetence of one of the owners; the holder of an IRA plan attains the age of 59 ½ or becomes disabled; or within 1 year post merger of two financial institutions in which the combined balances exceed FDIC insurance limits and the uninsured excess on deposit is withdrawn. Refer to the **Deposit Account Agreement and Disclosure for other terms, conditions, and disclosures applicable to deposit accounts.



Certificates of Deposit Disclosures-Business and Personal

Certificate (CD) Product	Account / Rate Information	Opening Deposit Minimum	Interest and Balance Computation Information	Time Account Information / Limitations / Restrictions
<p>Relationship CD</p> <p><input type="checkbox"/> 3 Months CD</p> <p><input type="checkbox"/> 6 Months CD</p> <p><input type="checkbox"/> 12 Months CD</p> <p><input type="checkbox"/> 18 Months CD</p>	<p>These accounts are interest bearing accounts. The annual percentage yield (APY) is on the Deposit Rate Sheet*. The interest rate will be in effect and will not change for the term of the account. Interest begins to accrue on the business day you deposit non-cash items (for example, checks). At your option, you may choose to receive interest monthly either by deposit into the certificate or deposited into a transaction or savings account. We use the simple interest method. Interest will not compound unless accrued interest is credited to the Certificate on a monthly (monthly compounding) basis.</p> <p>A notice will be mailed to you prior to maturity.</p>	<p>\$25,000.00</p>	<p>We use the daily balance method to calculate interest on the account. This method applies a daily periodic rate to the principal in the account each day.</p> <p>This is a tiered rate account. You must maintain a minimum balance of \$25,000.00 in the account each day to obtain the minimum disclosed annual percentage yield (APY) listed on the Rate Chart.</p> <p>The annual percentage yield earned is based on the balance maintained per tier as stated on the Rate Chart.</p>	<p>You may not make additional deposits into your account. You may not make withdrawals from your account until the maturity date or we may impose the following penalties.</p> <ul style="list-style-type: none"> ▪ if the term of your account is 3 Months or 6 Months, and you withdraw any of the principal before the maturity date, we may impose a penalty of thirty (30) days loss of interest on the amount withdrawn. ▪ if the term of your account is 12 months and you withdraw any of the principal before the maturity date, we may impose a penalty of ninety (90) days loss of interest on the amount withdrawn. ▪ if the term of your account is more than 12 months and up to and including 60 months, and you withdraw any of the principal before the maturity date, we may impose a penalty of one hundred eighty (180) days loss of interest on the amount withdrawn. ▪ Fees or withdrawals may reduce earnings. <p>The 3-month term will automatically renew to a 3-month term at the rate then currently available based on the current balance if funds are not withdrawn</p> <p>The 6-month term will automatically renew to a 6-month term at the rate then currently available based on the current balance if funds are not withdrawn.</p> <p>The 12-month term will automatically renew to a 12-month term at the rate then currently available based on the current balance if funds are not withdrawn.</p> <p>The 18-month term will automatically renew to a 18-month term at the rate then currently available based on the current balance if funds are not withdrawn.</p> <p>You will have ten (10) calendar days from the maturity date to withdraw funds without penalty. Payment of interest will be to the maturity date only when redeeming</p> <p>NOTE: In accordance with federal law, if you withdraw any amount within the first six (6) days after deposit or within six days of the most recent partial withdrawal, we are required to assess an early withdrawal penalty of at least seven (7) days' simple interest on the amount withdrawn. **</p>

*Refer to the **Deposit Rate Sheet**, which is part of this Disclosure, for the various balance ranges and minimum balance requirements, as applicable to your account. Refer to the separate **Schedule of Fees and Charges** for additional charges that may apply. Please also refer to the **Deposit Account Agreement and Disclosure** for other terms, conditions, and disclosures applicable to deposit accounts.

All terms will incur a mandatory regulatory penalty of seven days simple interest on amounts withdrawn within the first six days after deposit or within six days of the most recent partial withdrawal unless for reasons of death or legal incompetence of one of the owners; the holder of an IRA plan attains the age of 59 ½ or becomes disabled; or within 1 year post merger of two financial institutions in which the combined balances exceed FDIC insurance limits and the uninsured excess on deposit is withdrawn. Refer to the **Deposit Account Agreement and Disclosure for other terms, conditions, and disclosures applicable to deposit accounts.



Member FDIC
 Divisions: Alliance Association Bank | Alliance Bank of Arizona | Bank of Nevada | Bridge Bank | First Independent Bank | Torrey Pines Bank
 Subsidiaries: AmeriHome Mortgage

Certificates of Deposit Disclosures-Business and Personal

Certificate (CD) Product	Account / Rate Information	Opening Deposit Minimum	Interest and Balance Computation Information	Time Account Information / Limitations / Restrictions
<p>Regular Certificate of Deposit Promotions</p> <p><input type="checkbox"/> 3 Months</p> <p><input type="checkbox"/> 5 Months</p>	<p>These accounts are interest bearing accounts. The annual percentage yield (APY) is on the Promotional CD Rate Sheet. The interest rate will be in effect and will not change for the term of the account. Interest begins to accrue on the business day you deposit non-cash items (for example, checks). At your option, you may choose to receive interest monthly either by deposit into the certificate or deposited into a transaction or savings account. Interest is calculated using the simple interest method and will not compound unless accrued interest is credited to the Certificate on a monthly (monthly compounding) basis. A notice will be mailed to you prior to maturity.</p>	<p>\$10,000.00</p>	<p>We use the daily balance method to calculate interest on the account. This method applies a daily periodic rate to the principal in the account each day.</p> <p>You must maintain a minimum balance of \$10,000.00 in the account each day to obtain the minimum disclosed annual percentage yield (APY) listed on the Rate Chart.</p> <p>The annual percentage yield earned is based on the balance maintained as stated on the Rate Chart</p>	<p>You may not make additional deposits into your account. You may not make withdrawals from your account until the maturity date or we may impose the following penalties.</p> <ul style="list-style-type: none"> ▪ If the term of your account is 3 or 5 months and you withdraw any of the principal before the maturity date, we may impose a penalty of ninety (90) days loss of interest on the amount withdrawn. ▪ Fees or withdrawals may reduce earnings. <p>The 3-month term will automatically renew to a 90-day term at the rate then currently available based on the current balance if funds are not withdrawn.</p> <p>The 5-month term will automatically renew to a 180-day term at the rate then currently available based on the current balance if funds are not withdrawn.</p> <p>You will have ten (10) calendar days from the maturity date to withdraw funds without penalty. Payment of interest will be to the maturity date only when redeeming</p> <p>NOTE: In accordance with federal law, if you withdraw any amount within the first six (6) days after deposit or within six days of the most recent partial withdrawal, we are required to assess an early withdrawal penalty of at least seven (7) days' simple interest on the amount withdrawn. **</p>

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Western Alliance Bank | Alliance Bank of Arizona | Bank of Nevada | Bridge Bank | First Independent Bank | Torrey Pines Bank
Member FDIC
Subsidiaries: AmeriHome Mortgage

Certificates of Deposit Disclosures-Business and Personal

Certificate (CD) Product	Account / Rate Information	Opening Deposit Minimum	Interest and Balance Computation Information	Time Account Information / Limitations / Restrictions
<p>Regular Certificate of Deposit</p> <p><input type="checkbox"/> 30- 89 Days</p> <p><input type="checkbox"/> 90 - 179 Days</p> <p><input type="checkbox"/> 180-364 Days</p> <p><input type="checkbox"/> 12 Months</p> <p><input type="checkbox"/> 18 Months</p> <p><input type="checkbox"/> 24 Months</p> <p><input type="checkbox"/> 36 Months</p> <p><input type="checkbox"/> 48 Months</p> <p><input type="checkbox"/> 60 Months</p>	<p>These accounts are interest bearing accounts. The annual percentage yield (APY) is on the Deposit Rate Sheet*. The interest rate will be in effect and will not change for the term of the account. Interest begins to accrue on the business day you deposit non-cash items (for example, checks). At your option, you may choose to receive interest monthly either by deposit into the certificate or deposited into a transaction or savings account. We use the simple interest method. Interest will not compound unless accrued interest is credited to the Certificate on a monthly (monthly compounding) basis. A notice will be mailed to you prior to maturity.</p>	<p>\$1,000.00</p>	<p>We use the daily balance method to calculate interest on the account. This method applies a daily periodic rate to the principal in the account each day.</p> <p>This is a tiered rate account. You must maintain a minimum balance of \$.01 in the account each day to obtain the minimum disclosed annual percentage yield (APY) listed on the Rate Chart.</p> <p>The annual percentage yield earned is based on the balance maintained per tier as stated on the Rate Chart.</p>	<p>You may not make additional deposits into your account. You may not make withdrawals from your account until the maturity date or we may impose the following penalties.</p> <ul style="list-style-type: none"> ▪ if the term of your account is 30-89 days or 90-179 days, and you withdraw any of the principal before the maturity date, we may impose a penalty of thirty (30) days loss of interest on the amount withdrawn. ▪ if the term of your account is 180-364 days or 12 months and you withdraw any of the principal before the maturity date, we may impose a penalty of ninety (90) days loss of interest on the amount withdrawn. ▪ if the term of your account is more than 12 months and up to and including 60 months, and you withdraw any of the principal before the maturity date, we may impose a penalty of one hundred eighty (180) days loss of interest on the amount withdrawn. ▪ Fees or withdrawals may reduce earnings. <p>The aforementioned terms will automatically renew at maturity. You will have ten (10) calendar days from the maturity date to withdraw funds without penalty. Payment of interest will be to the maturity date only when redeeming. If you do not withdraw the funds, each renewal term will be for an identical period of time as the original term.</p> <p>NOTE: In accordance with federal law, if you withdraw any amount within the first six (6) days after deposit or within six days of the most recent partial withdrawal, we are required to assess an early withdrawal penalty of at least seven (7) days' simple interest on the amount withdrawn. **</p>

*Refer to the **Deposit Rate Sheet**, which is part of this Disclosure, for the various balance ranges and minimum balance requirements, as applicable to your account. Refer to the separate **Schedule of Fees and Charges** for additional charges that may apply. Please also refer to the **Deposit Account Agreement and Disclosure** for other terms, conditions, and disclosures applicable to deposit accounts.

** All terms will incur a mandatory regulatory penalty of seven days simple interest on amounts withdrawn within the first six days after deposit or within six days of the most recent partial withdrawal unless for reasons of death or legal incompetence of one of the owners; the holder of an IRA plan attains the age of 59 ½ or becomes disabled; or within 1 year post merger of two financial institutions in which the combined balances exceed FDIC insurance limits and the uninsured excess on deposit is withdrawn. Refer to the **Deposit Account Agreement and Disclosure** for other terms, conditions, and disclosures applicable to deposit accounts.



WESTERN ALLIANCE BANK

Alliance Bank of Arizona | Bank of Nevada | Bridge Bank | First Independent Bank | Torrey Pines Bank

Division of Western Alliance Bank | Member FDIC

REGULAR CERTIFICATE OF DEPOSIT RECEIPT

Thank you for opening this tiered, fixed rate **Regular Certificate of Deposit**. Please review the *Deposit Account Agreement and Disclosure*, the *Certificate of Deposit Disclosure* and the *Rate Chart*, accompanying this receipt, for additional information about your certificate's rate information, interest and balance computation information, limitations, and restrictions.

Account Name: <u>Oakland Military Institute College</u>				
<u>Preparatory Academy</u>				
Opening Deposit Amount:		Interest Rate / Annual Percentage Yield		Interest Payment
1,012,106.04		4.890	5.00	1 Months
Account Number:	Issue Date:	Term:	Maturity Date:	
7122676901	01/25/2024	90 Days	04/24/2024	



This rate chart contains information about interest rates and ANNUAL PERCENTAGE YIELDS (APY) for some of the accounts we offer. Please contact any Bridge Bank Division employee for further information about applicable fees and terms.

BUSINESS ACCOUNTS

Product	Minimum Opening Balance	Minimum Balance/Tiers to Earn APY	Rate	APY	Product	Minimum Opening Balance	Minimum Balance/Tiers to Earn APY	Rate	APY
Business Interest Checking	\$100	0.01+	0.25%	0.25%	Business Money Market and Community Alliance Money Market	\$1,000	0.01 - 9,999.99	0.55%	0.55%
Community Alliance Interest Checking	\$100	0.01+	0.25%	0.25%			10,000 - 99,999.99	0.55%	0.55%
IOLTA - California	\$100	0.01+	1.00%	1.00%			100,000 - 249,999.99	0.55%	0.55%
IOLTA - Colorado	\$100	0.01+	4.12%	4.20%			250,000 - 999,999.99	0.65%	0.65%
IOLA - New York	\$100	0.01+	2.75%	2.78%			1,000,000 - 4,999,999.99	1.00%	1.00%
IOLTA- Texas	\$100	0.01+	1.00%	1.00%			5,000,000 - 9,999,999.99	1.19%	1.20%
							10,000,000+	1.39%	1.40%
					Business Savings	\$1,000	0.01+	0.05%	0.05%

CONSUMER ACCOUNTS

Product	Minimum Opening Balance	Minimum Balance/Tiers to Earn APY	Rate	APY	Product	Minimum Opening Balance	Minimum Balance/Tiers to Earn APY	Rate	APY
Personal Interest Checking	\$100	0.01 - 9,999.99	0.25%	0.25%	Personal Money Market	\$100	0.01 - 9,999.99	0.55%	0.55%
		10,000 - 99,999.99	0.30%	0.30%			10,000 - 99,999.99	0.55%	0.55%
		100,000 - 249,999.99	0.45%	0.45%			100,000 - 249,999.99	0.55%	0.55%
		250,000 - 499,999.99	0.55%	0.55%			250,000 - 999,999.99	0.65%	0.65%
		500,000 +	0.65%	0.65%			1,000,000 - 4,999,999.99	1.00%	1.00%
IDA Savings	\$100	0.01+	0.05%	0.05%			5,000,000 - 9,999,999.99	1.19%	1.20%
IRA/SEP Savings	\$100	50.00 - 1,499.99	0.03%	0.03%			10,000,000+	1.39%	1.40%
		1,500+	0.06%	0.03%	Personal Savings	\$100	0.01+	0.05%	0.05%

CERTIFICATES OF DEPOSIT*

Term	Minimum Opening Balance	Minimum Balance/Tiers to Earn APY	Rate	APY	Term	Minimum Opening Balance	Minimum Balance/Tiers to Earn APY	Rate	APY
30 - 89 Days	\$1,000	0.01+	0.90%	0.90%	24 Months	\$1,000	0.01+	1.25%	1.26%
90 - 179 Days	\$1,000	0.01+	1.85%	1.87%	36 Months	\$1,000	0.01+	1.25%	1.26%
180 - 364 Days	\$1,000	0.01+	2.49%	2.52%	48 Months	\$1,000	0.01+	1.25%	1.26%
12 Months	\$1,000	0.01+	2.75%	2.78%	60 Months	\$1,000	0.01+	1.25%	1.26%
18 Months	\$1,000	0.01+	1.20%	1.21%					

*May be opened as a Traditional or SEP IRA for eligible customers

At our discretion, the interest rate and Annual Percentage Yield (APY) on checking and savings accounts may change at any time after the account is opened. We use the daily balance method to calculate interest on your account. This method applies a daily periodic rate to the principal in the account each day. A penalty may be imposed for early withdrawal from certificates. Fees and/or withdrawals could reduce the earnings on the account.

Interest Rates and Annual Percentage Yields are effective as of January 8, 2024.



This rate chart contains information about interest rates and ANNUAL PERCENTAGE YIELDS (APY) for some of the accounts we offer. Please contact any Bridge Bank Division employee for further information about applicable fees and terms.

RELATIONSHIP MONEY MARKET									
Product	Minimum Opening	Minimum Balance/Tiers to	Rate	APY	Product	Minimum Opening	Minimum Balance/Tiers to	Rate	APY
Business Money	\$10,000	0.01 - 9,999.99	0.55%	0.55%	Personal Money Market	\$10,000	0.01 - 9,999.99	0.55%	0.55%
Market and		10,000 - 24,999.99	1.39%	1.40%			10,000 - 24,999.99	1.39%	1.40%
Community Alliance		25,000 - 49,999.99	2.13%	2.15%			25,000 - 49,999.99	2.13%	2.15%
Money Market		50,000 - 999,999.99	2.86%	2.90%			50,000 - 999,999.99	2.86%	2.90%
		1,000,000+	3.59%	3.65%			1,000,000+	3.59%	3.65%

RELATIONSHIP CERTIFICATES OF DEPOSIT ¹									
Term	Minimum Opening	Minimum Balance/Tiers to	Rate	APY	Term	Minimum Opening	Minimum Balance/Tiers to	Rate	APY
3 Months	\$25,000	0.01 - 24,999.99	0.00%	0.00%	12 Months	\$25,000	0.01 - 24,999.99	0.00%	0.00%
		25,000+	4.23%	4.31%			25,000+	4.79%	4.90%
6 Months	\$25,000	0.01 - 24,999.99	0.00%	0.00%	18 Months	\$25,000	0.01 - 24,999.99	0.00%	0.00%
		25,000+	4.50%	4.59%			25,000+	4.04%	4.12%

RELATIONSHIP FLEX CERTIFICATES OF DEPOSIT ²									
Term	Minimum Opening	Minimum Balance/Tiers to	Rate	APY	Term	Minimum Opening	Minimum Balance/Tiers to	Rate	APY
3 Months	\$100,000	0.01 - 99,999.99	0.00%	0.00%	12 Months	\$100,000	0.01 - 99,999.99	0.00%	0.00%
		100,000+	4.03%	4.11%			100,000+	4.60%	4.70%
6 Months	\$100,000	0.01 - 99,999.99	0.00%	0.00%	18 Months	\$100,000	0.01 - 99,999.99	0.00%	0.00%
		100,000+	4.30%	4.39%			100,000+	3.85%	3.92%

¹ Minimum balance required to open and earn APY is \$25,000. Balances under \$25,000 will not earn an APY (0.00%). You must deposit \$25,000 or more in new funds from an external account into a CD. CD may be opened as a Traditional or SEP IRA for eligible customers. CD may not be used for any lending collateral including by not limited to term loans or other lending opportunities.

² Minimum balance required to open and earn the APY is \$100,000. Balances below than \$100,000 will not earn an APY (zero (0.00%)). You must deposit \$100,000 or more in new funds from an external account into a CD. Must maintain initial deposit for 30 days to avoid penalties. One penalty free withdrawal available after 30 days of initial deposit. More than one withdrawal subject to Disbursement fee of \$25 per transaction. CD may not be opened as a Traditional or SEP IRA. CD may not be used for any lending collateral including by not limited to term loans or other lending opportunities.

At our discretion, the interest rate and Annual Percentage Yield (APY) on checking and savings accounts may change at any time after the account is opened. We use the daily balance method to calculate interest on your account. This method applies a daily periodic rate to the principal in the account each day. A penalty may be imposed for early withdrawal from certificates. Fees and/or withdrawals could reduce the earnings on the account.

Interest Rates and Annual Percentage Yields are effective as of January 8, 2024.

Coversheet

Student Recruitment/ Lottery Update

Section: VI. Information/Discussion Items
Item: B. Student Recruitment/ Lottery Update
Purpose:
Submitted by: Odua Isibor/Emily Matthews

BACKGROUND:

Odua Isibor and Emily Matthews will update the board on the status of our 24-25 recruitment campaign.

RECOMMENDATION:

Staff recommends the Board listen and provide feedback to Odua Isibor, Emily Matthews, and the rest of their team.

Coversheet

LCAP Goals Mid Year Progress Report

Section: VI. Information/Discussion Items
Item: C. LCAP Goals Mid Year Progress Report
Purpose:
Submitted by: Shann Chu/Cindy Murphy/Thomas James
Related Material: LCAPMidTerm2023_24.pdf
2024_LCAP_Mid-Year_Monitoring_Report.pdf
20240209 BOD Update CA Healthy Kids.pdf
DashboardOMI.pdf
DashboardOUSD.pdf

BACKGROUND:

The RenSTAR has been designated as a local assessment and one local indicator of progress toward our LCAP goals. As part of our LCAP mid-term progress report to the Board, it is important to review the results of the recent test administration in comparison to student performance on this assessment year over year.

In December 2023, OMI conducted a California Healthy Kids Survey including middle, high school cadets, parents, and staff. Over 70% of enrolled cadets completed this year's survey. The focus was on closing the academic achievement gap and campus climate.

RECOMMENDATION:

Staff recommends the Board hear the staff summary of results and "takeaways" and interact as needed.

Oakland Military Institute LCAP Mid-Term Report 2023-24

Presented by
Shann Chu and Cindy Murphy
February 15th 2024

Goal #1: Provide high-quality classroom instruction

- Hired Director of Teaching and Learning
- Early College Writing Program 2nd Year Implementation [JSWP]
- Math and ELA Coach Implementation
- Added interim benchmarks in ELA & Math

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

1. Three Levels of ELD courses at MS and HS levels
2. Implementation of Read 180/System 44 for ELD CDTs
3. Added additional ELD Teacher and Aide
4. Cadre provided training for all-staff supporting ELD learning

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

1. BARR program supporting grade-level ASGs
2. Fall Festival & Back to School Night drew an above average attendance by families
3. All front-office support staff speak Spanish

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

1. Development of Leadership Org Chart
2. Corelearning consultants faculty support

Superintendent Dr. Mary Streshly

Budget/Fiscal
(Mr. Carlos Rodriguez)
Agendas, Calendars, Meetings,
Minutes, policy, posting, archiving,

(Ms. Kathryn Wong)
HR Policies
HR Compliance
HR Staff Complaint Process
Salary Schedule, Payroll, subs

**Compliance
(Local/State)**
Misc Reporting
Program Monitoring
School Board Policies
Local Indicators

Budget/Fiscal
(Chief James)
Budget
Development
Fiscal Policies
Compliance
Payroll
Accounts
Payable/Receivable
Lunch Program
Contracts
Cadre funding;
MOU, cadre
promotion

Facilities
(Mr. Ismael Robles;
Custodial
Upgrades
Maintenance

**Community
Engagement**
Marketing
Cadet Recruitment
LCAP engagement, Site
Council, Fund-raising,
partnerships

Commandant
(Chief Thomas James)

School Improvement Design
Leadership Development &
Leadership Design
LCAP Goals Dev
Charter Renewal Process
WASC accreditation reports

Staff Retention & Recruitment
(Ms. Kathryn Wong)
Job Postings, hiring process, Induction,
substitute teachers, Position Descriptions,
evaluation process, staff recognition

Cadet Support
(SgFC Michael Traver)

Director, Student Services
(Mrs. Shawna Lipsey)

Director, Teaching & Learning
(Mr. Shann Chu)

**Cadet Academic
Performance**
(ASG Leads)
Grades Monitoring/Reporting
Interim/Summative Assessment
Review

Cadet Discipline
(SgFC Michael Traver, Mr. Chu)
Policies/Procedures
Investigations
Discipline/Academic Honor
Boards

Cadet Activities
(Ops: Chris Lee/2LT Paoletti;
Cadre Support)
Cadet Council
Rank Advancement
Clubs
Field Trips
Military Training
Graduation/Promotion
HQ communications cell
HS Athletics

Campus Security
(SgFC Traver, Mr. Chu)
Campus Monitoring
Gate Inspections
Emergency Response
Audio/Visual Surveillance

Cadet Attendance
(Jonathan Sanchez)
Monitoring/Reporting
SART/SARB boards

Cadet Supports
(Mrs. Shawna Lipsey)
SPED Services/Monitoring/
Compliance
504 Services/Monitoring/
Compliance
EL Services/Monitoring/
Compliance
BARR Coordinator
Testing: ELPAC, AP, SAT
Student/Parent Complaint
Officer
Summer School

Cadet Attendance
(Jonathan Sanchez)
Monitoring/Reporting
SART/SARB boards

**Cadet College,
Career & Wellness**
(CJ Medina; Tim Murray;
Kayla Simmons)
Soc/Emotional
Counseling
Child Safety
College & Career
Counseling
Transcript Checks
504 Services

Master Schedule
Student Scheduling
Course catalog
UC Doorways
Course attributes
Personal Learning
Plans [Naviance]

Parent Engagement
Grizzly Nights, ELAC,
College & career nights,
Parent Ed.

Multi-tiered system of support [MTSS] Management
Academic Support Group Management [ASGs]
Scheduling, data compliance, CST/SST/MTSS flow chart,
academic support p...

Assessment
(Ms. Cindy Murphy)
CAASPP/SBAC, RenSTAR,
personalized diagnostics
CA & Local Indicator Dashboard

Technology
(Mark Basnage/Ralston Tuason)
Phone Systems, Server, Network,
hardware, software

Professional Development
Classified, Certificated, Coaching
Instructional Leadership Team

**Instructional Program &
Resources**
Program Coherence
Materials/Supplies/Purchasing
Dual/Concurrent Enrollment
Curriculum Adoptions
Common Assessments/Benchmarks

Staff Evaluations
Classified, Certificated

Student Information/CALPADS
(Ms. Adriana Gonzalez; Jonathan Sanchez)
Compliance Reporting
Data Systems (CALPADS, AERIES)
CALPADS Reporting, OUSD Reporting
Registrar/Transcripts, Enrollment

Academic Support
Intervention classes, programs, Read 180,
SuccessMaker, Edgenuity
Credit Recovery, Summer School
Middle School Power UP

Extra-Curricular Programs
After School Program
Tutoring,
MS Intramurals

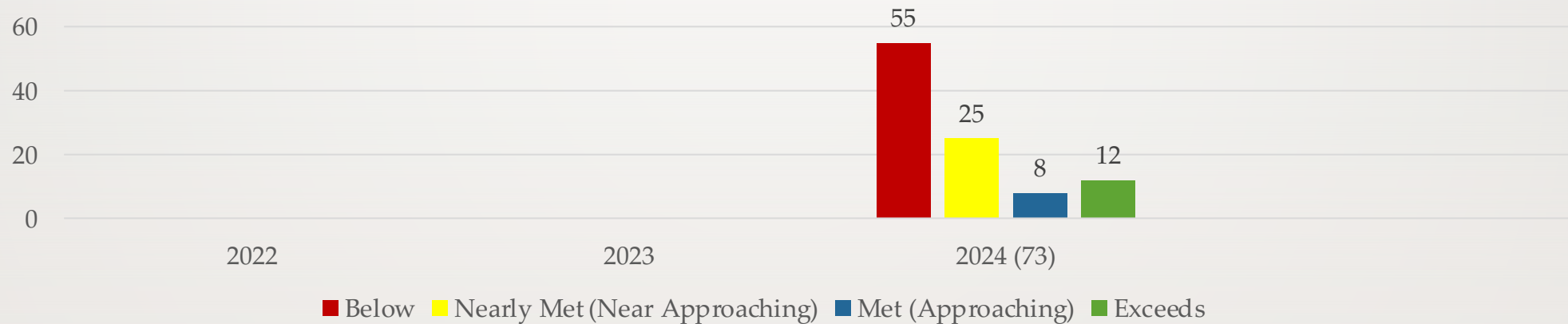


RENSTAR CAASPP ICA RESULTS

FEBRUARY 2024

6th Grade Math Renstar (No data available for prior school years)

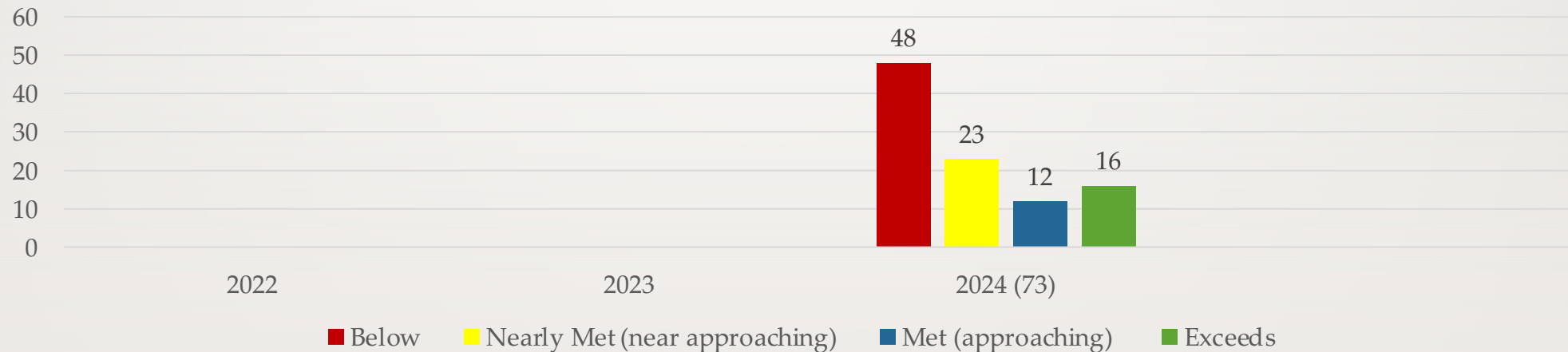
Percent of Students in Each Level
This year 12% of the students met or exceeded standards
and 8% are approaching.



6th Grade ELA Renstar (No data available for prior school years)

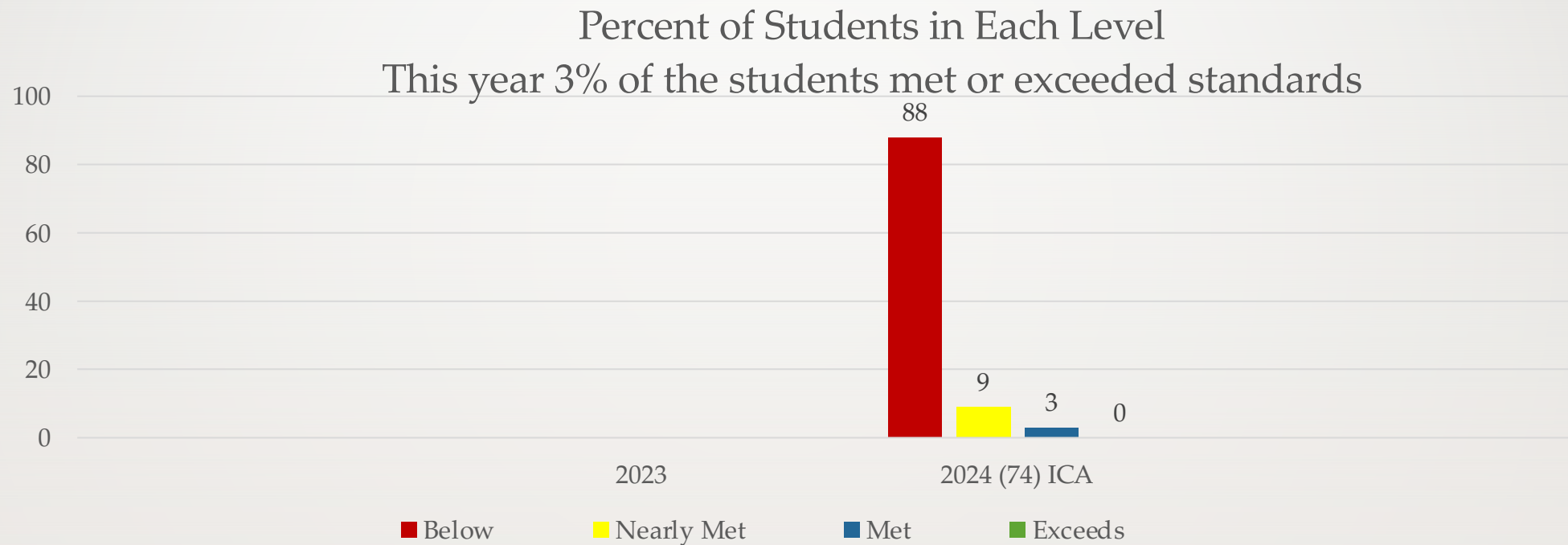
Percent of Students in Each Level

This year 12% of students approaching met and 16% met or exceeded standards



6th Grade ICA MATH

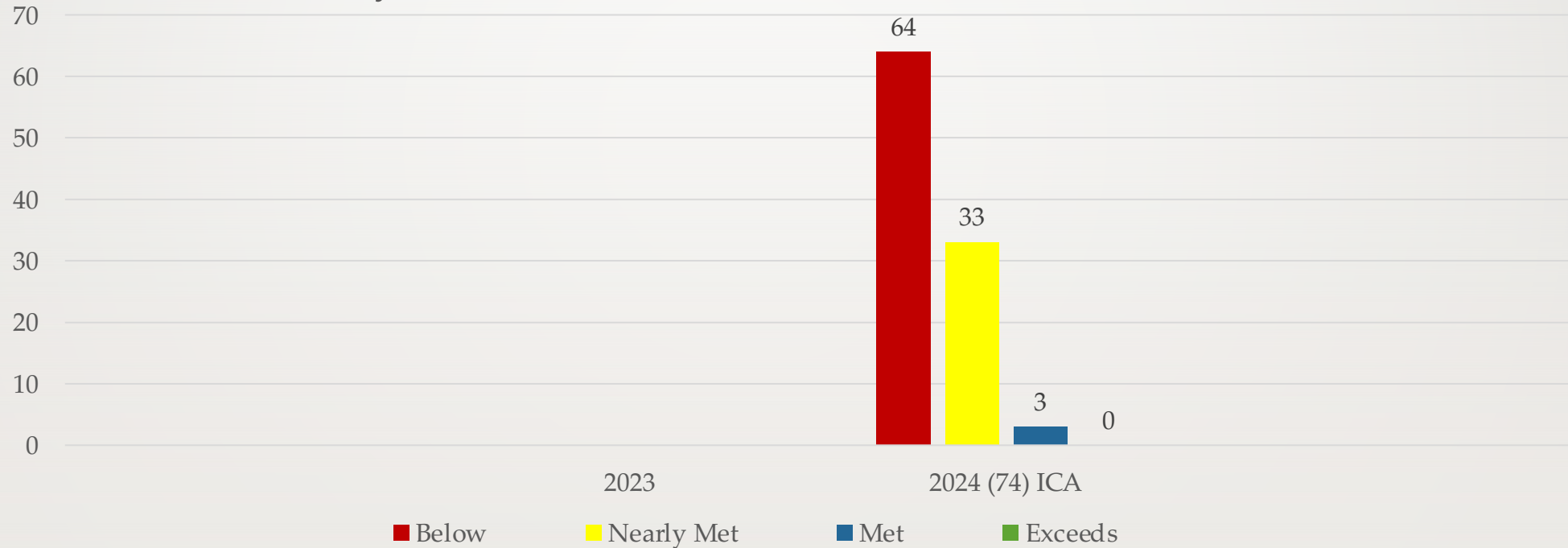
(No data available for prior school years)



6th Grade ICA ELA (No data available for prior school years)

Percent of Students in Each Level

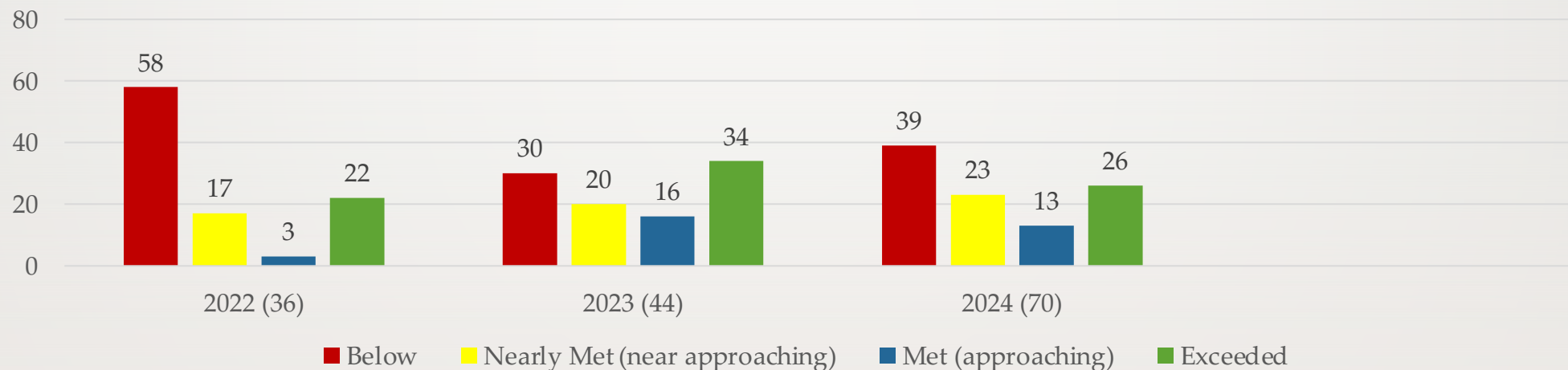
This year 3% (ICA) of the students met or exceeded standards



7th Grade Math Renstar

Percent of Students in Each Level

This year 13% of students are approaching met and 26% of the students met or exceeded standards

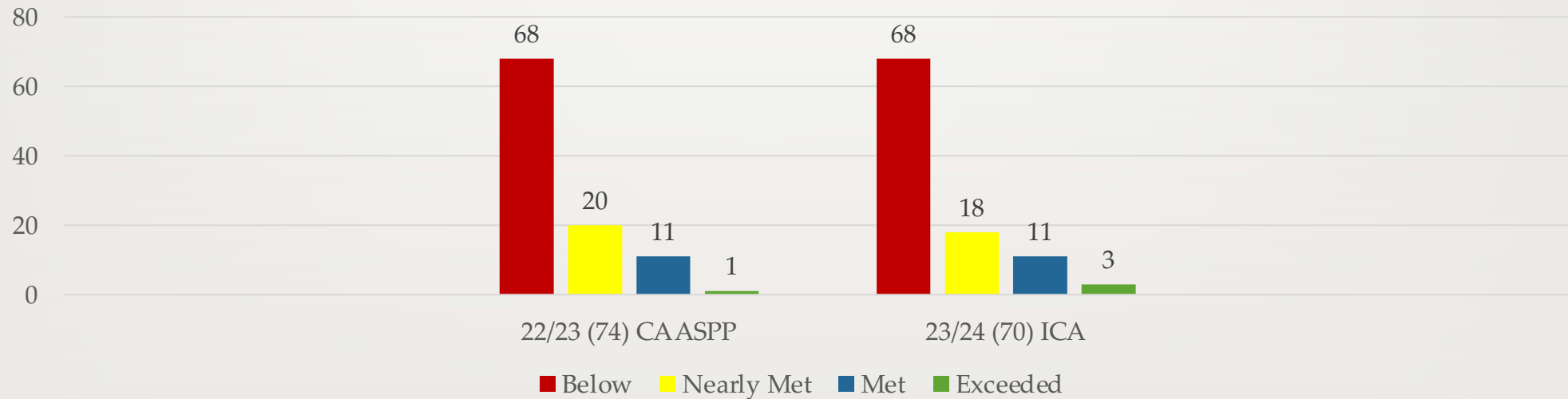


7th Grade CAASPP/ICA MATH

Percent of Students in Each Level

In 2022/2023 Students scored 12% (CAASPP) in meet and exceeds standards

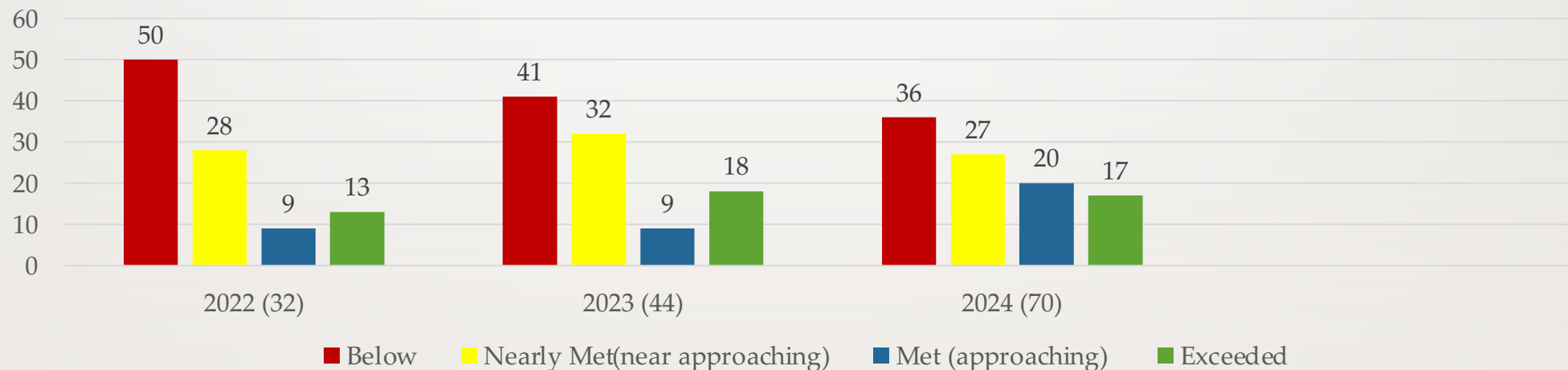
In 2023/2024 Students scored 14% (ICA) in meet and exceeds standards



7th Grade ELA Renstar

Percent of Students in Each Level

This year 20% of the students are approaching met and 17% of students met or exceeded standards

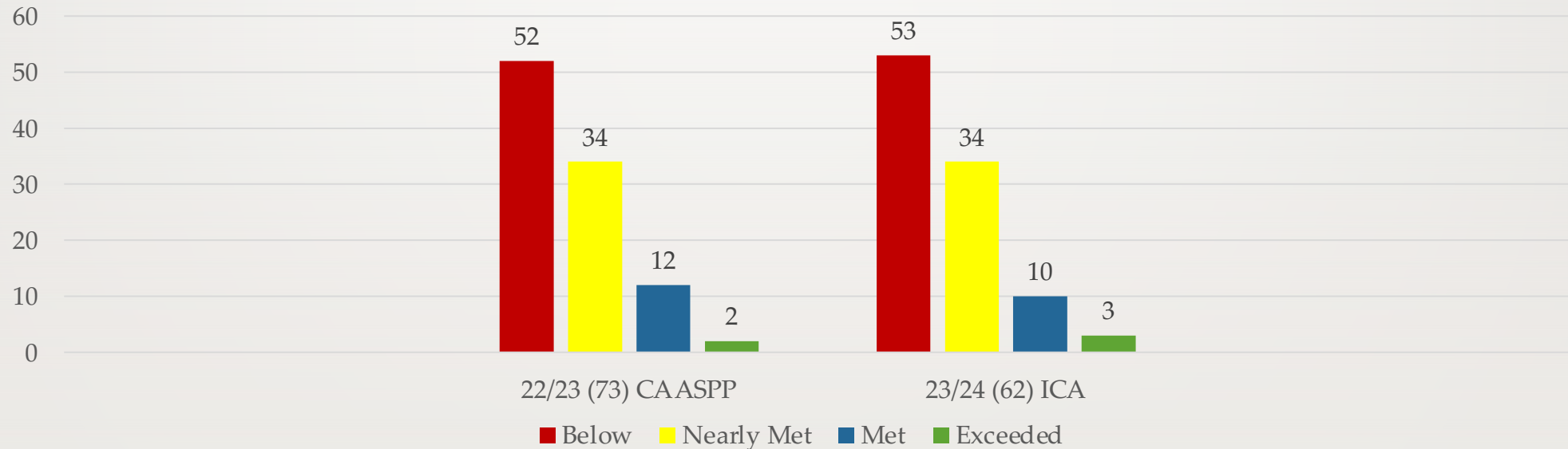


7th Grade CAASPP/ICA ELA

Percent of Students in Each Level

In 2022/2023 Students scored 14% (CAASPP) in meet and exceeds standards

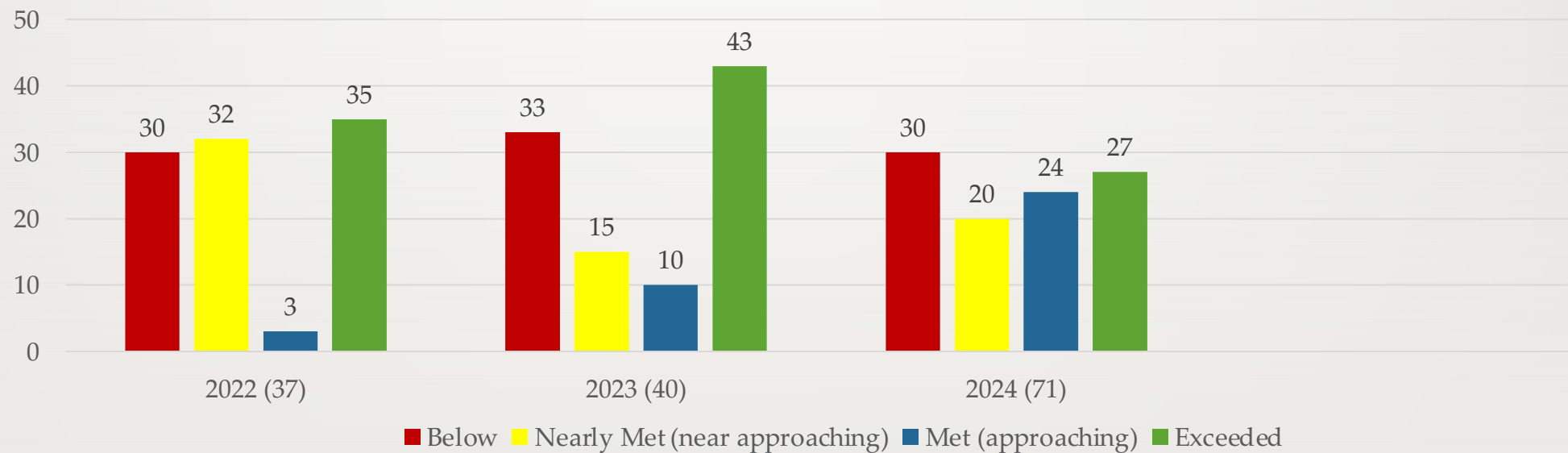
In 2023/2024 Students scored 13% (ICA) in meet and exceeds standards



8th Grade Math Renstar

Percent of Students in Each Level

This year 24% of the students are approaching met and 27% of the students met or exceeded standards

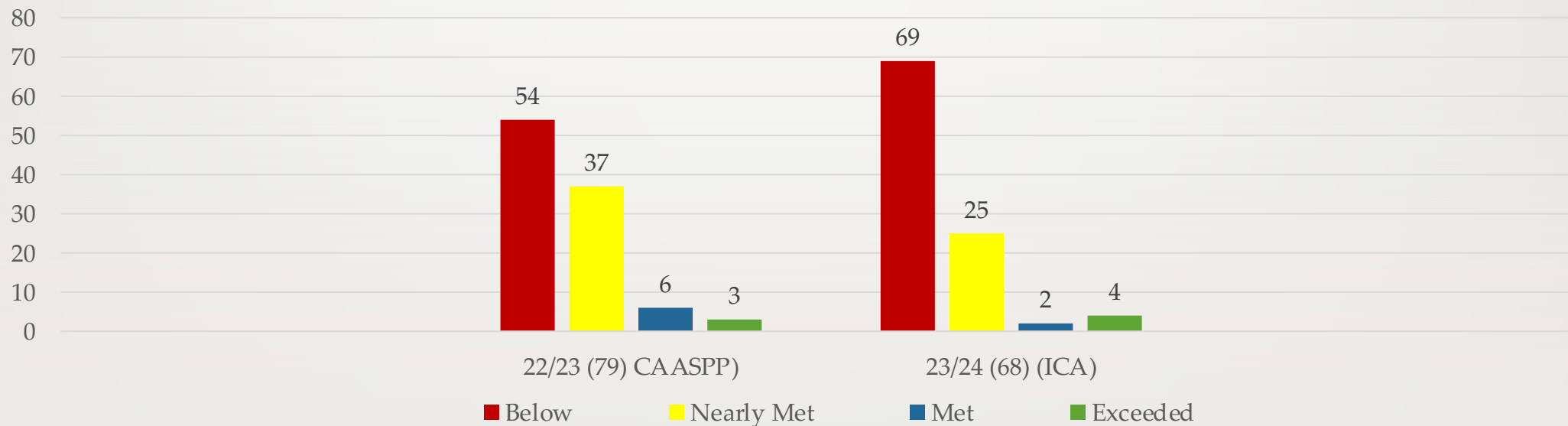


8th Grade CAASPP/ICA MATH

Percent of Students in Each Level

In 2022/2023 students scored 9% (CAASPP) in meet and exceeds standards

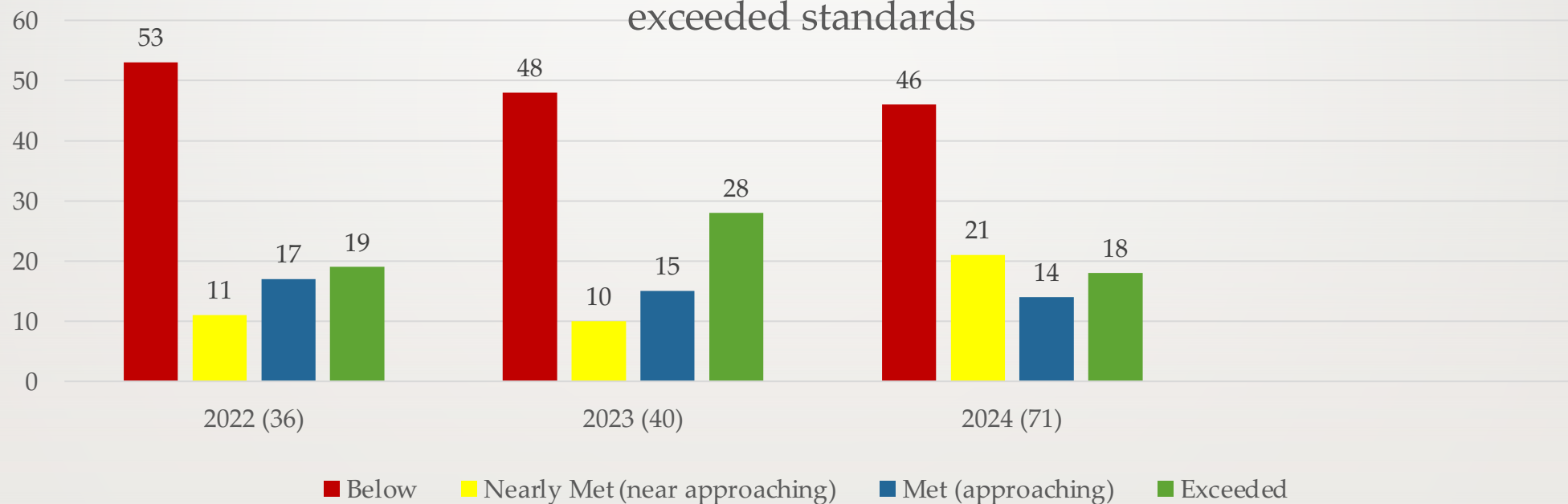
In 2023/2024 students scored 6% (ICA) in meet and exceeds standards



8th Grade ELA Renstar

Percent of Students in Each Level

This year 14% of students are approaching standards and 18% met or exceeded standards

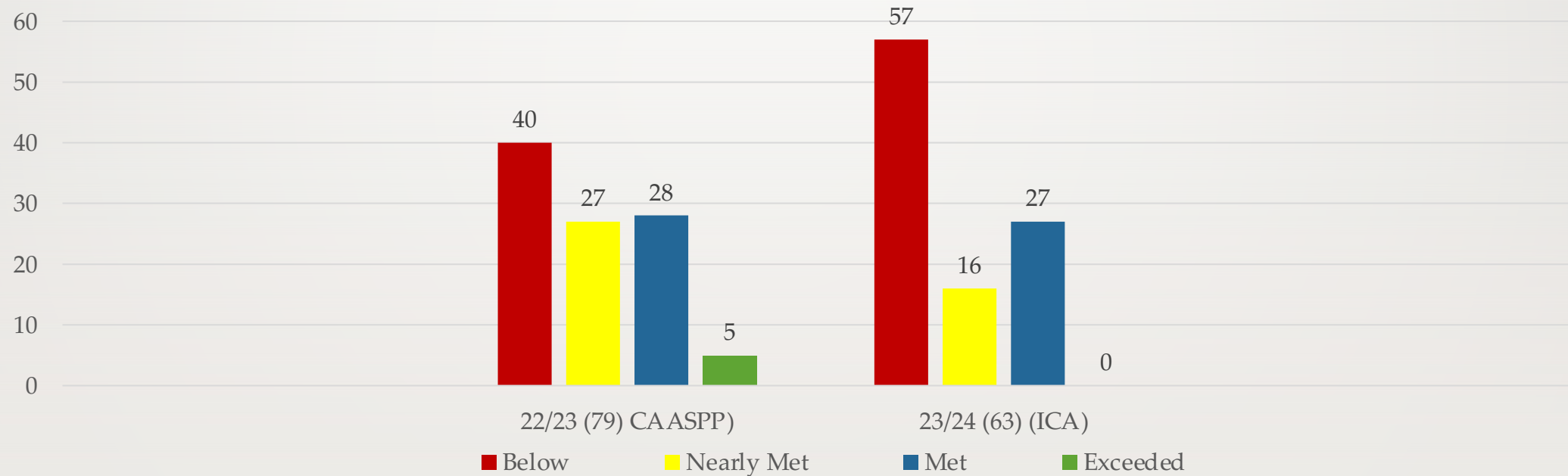


8th Grade CAASPP/ICA ELA

Percent of Students in Each Level

In 2022/2023 students scored 33% (CAASPP) in meet and exceeds standards

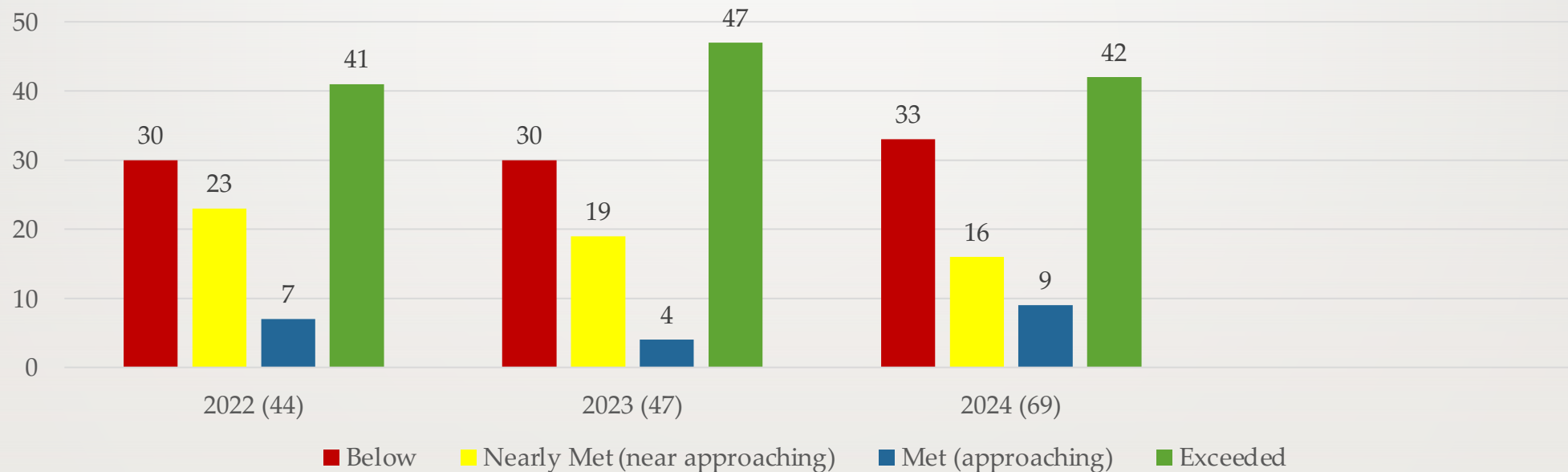
In 2023/2024 students scored 27% (ICA) in meet and exceeds standards



9th Grade Math Renstar

Percent of Students in Each Level

This year 9% of students are approaching met and 42% of the students met or exceeded standards

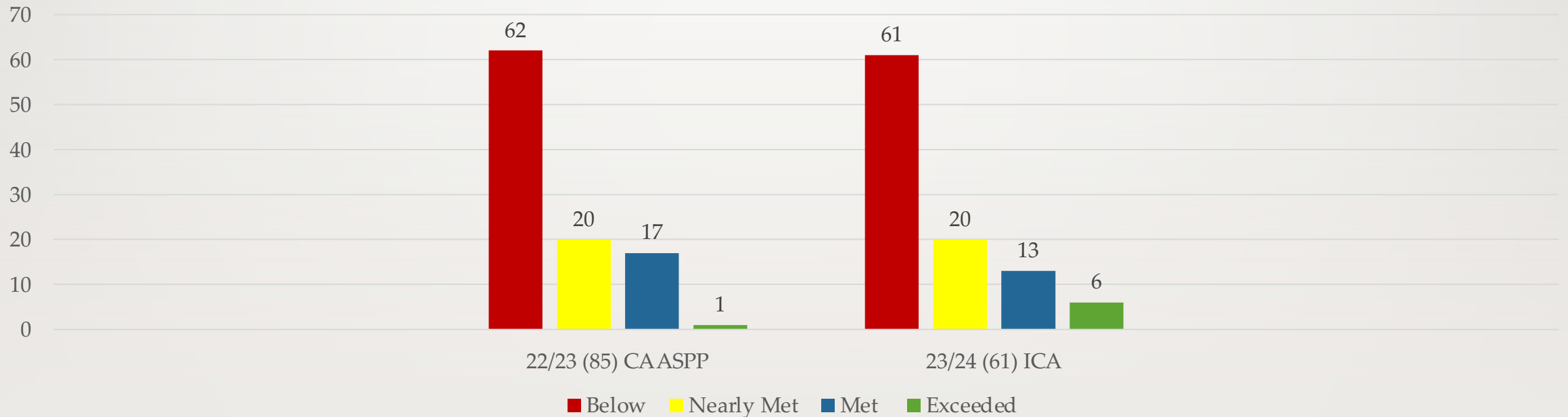


9th Grade CAASPP/ICA MATH

Percent of students in each level

In 2022/2023 students scored 18% (CAASPP) in meet and exceeds standards

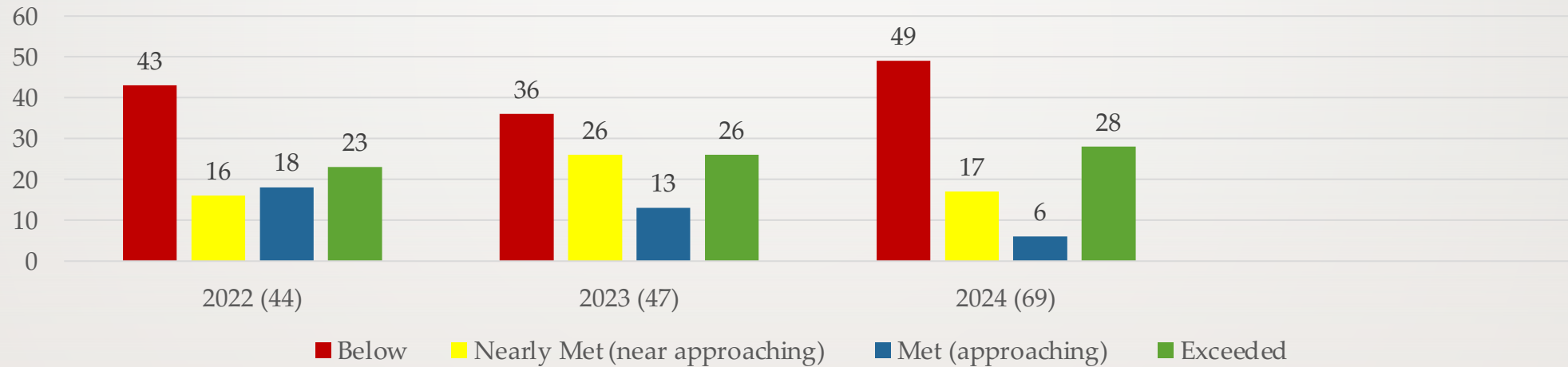
In 2023/2024 students scored 19% (ICA) in meet and exceeds standards



9th Grade ELA Renstar

Percent of Students in Each Level

This year 6% are approaching met and 28% of students met or exceeded standards

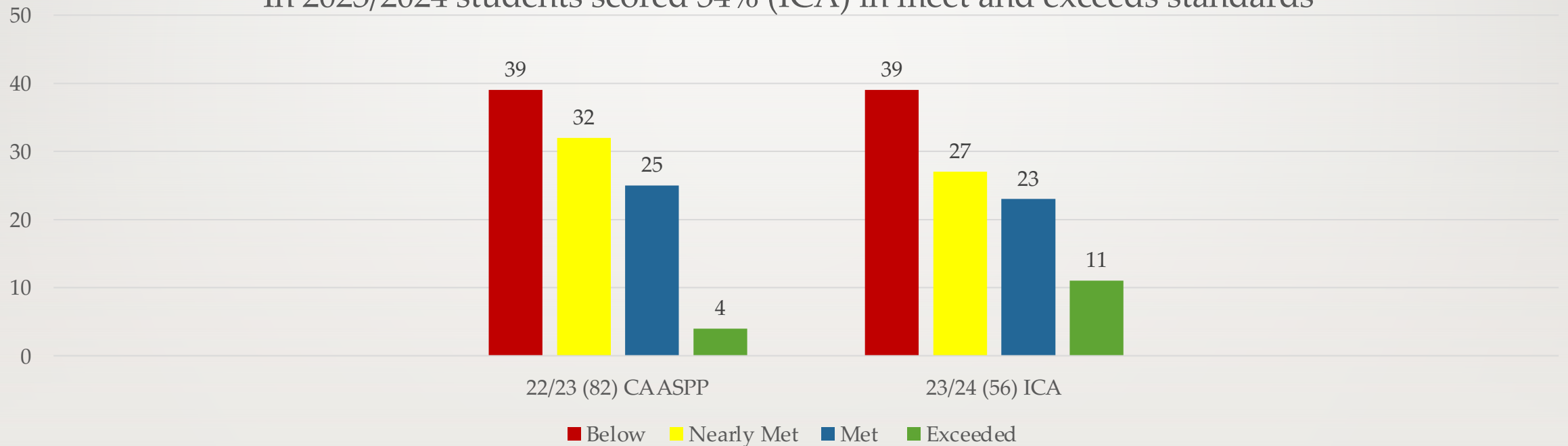


9th Grade CAASPP/ICA ELA

Percent of students in each level

In 2022/2023 students scored 29% (CAASPP) in meet and exceeds standards

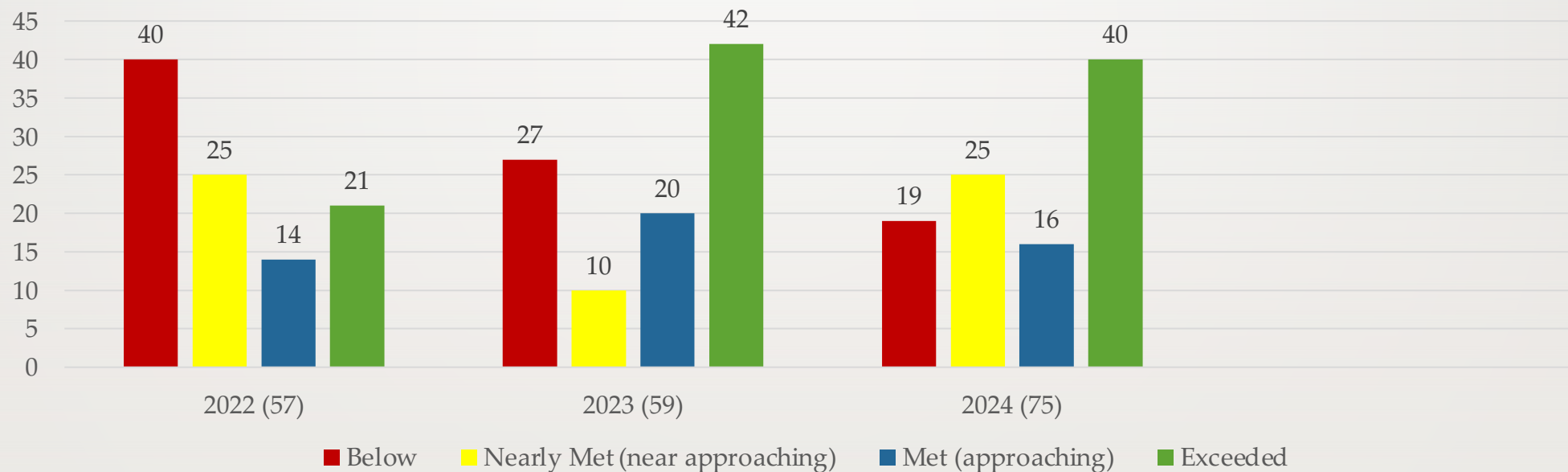
In 2023/2024 students scored 34% (ICA) in meet and exceeds standards



10th Grade Math Renstar

Percent of Students in Each Level

This year 16% of students are approaching met and 40% of students met or exceeded standards

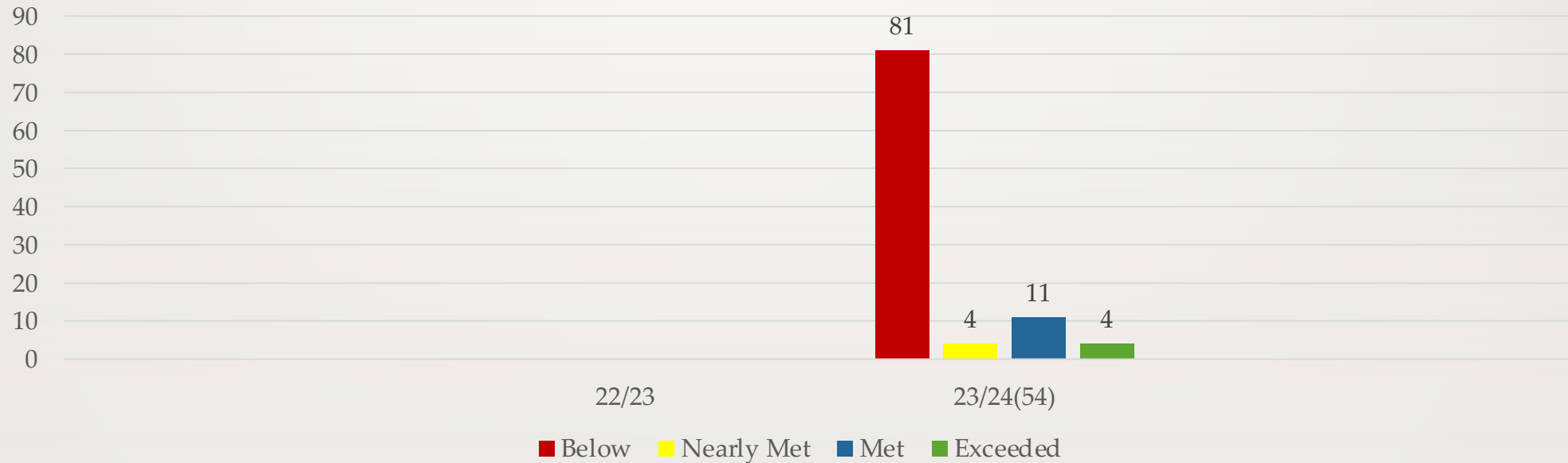


10th Grade CAASPP/ICA MATH

Percent of Students in Each Level

No CAASPP testing 2022/2024

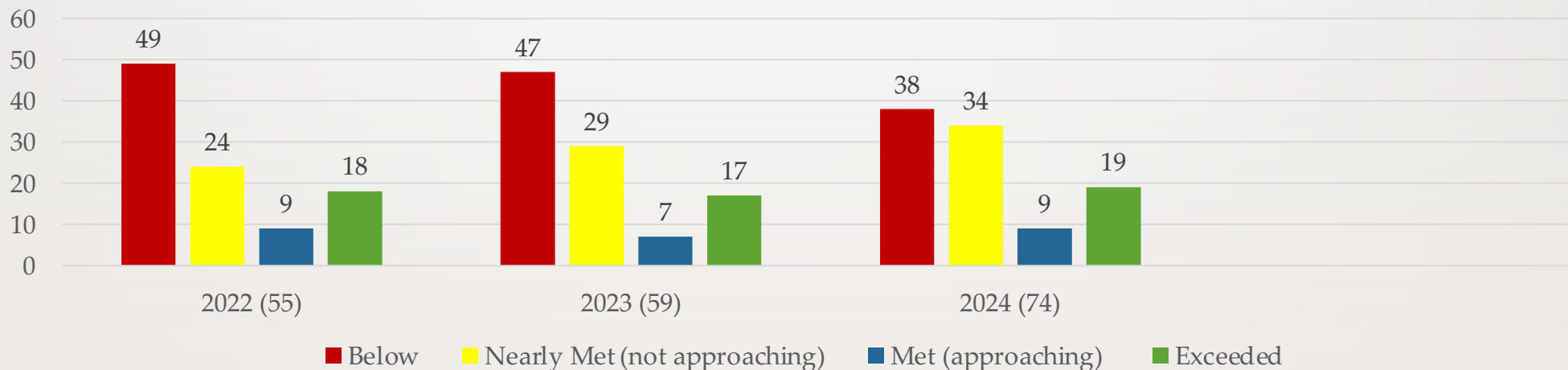
This year 14% (ICA) of students met or exceeded standards



10th Grade ELA Renstar

Percent of Students in Each Level

This year 9% of students are approaching met and 19% of students met or exceeded standards

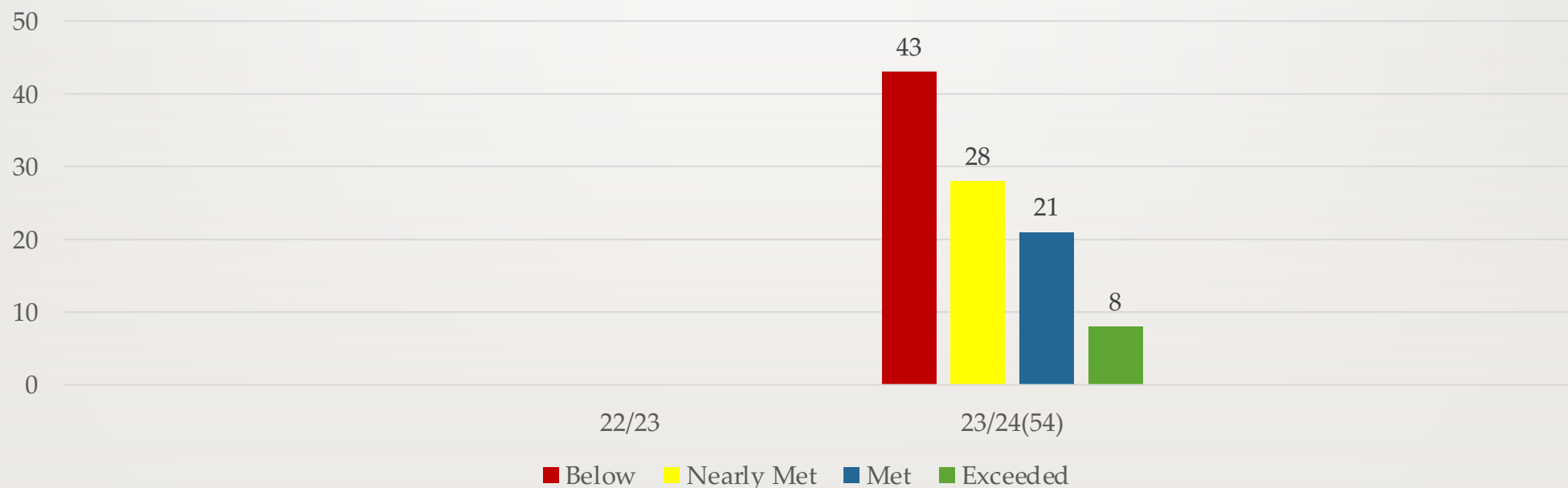


10th Grade ICA ELA (High school only tests in 11th grade)

Percent of Students in Each Level

No CAASPP testing 2022/2024

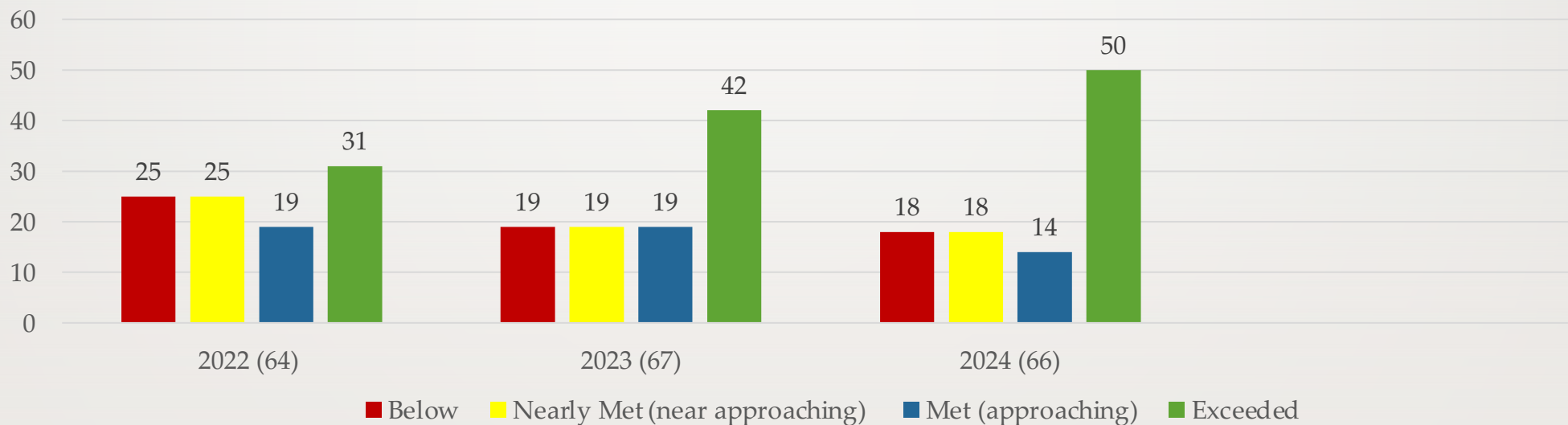
This year 29% (ICA) of students met or exceeded standards



11th Grade MATH Renstar

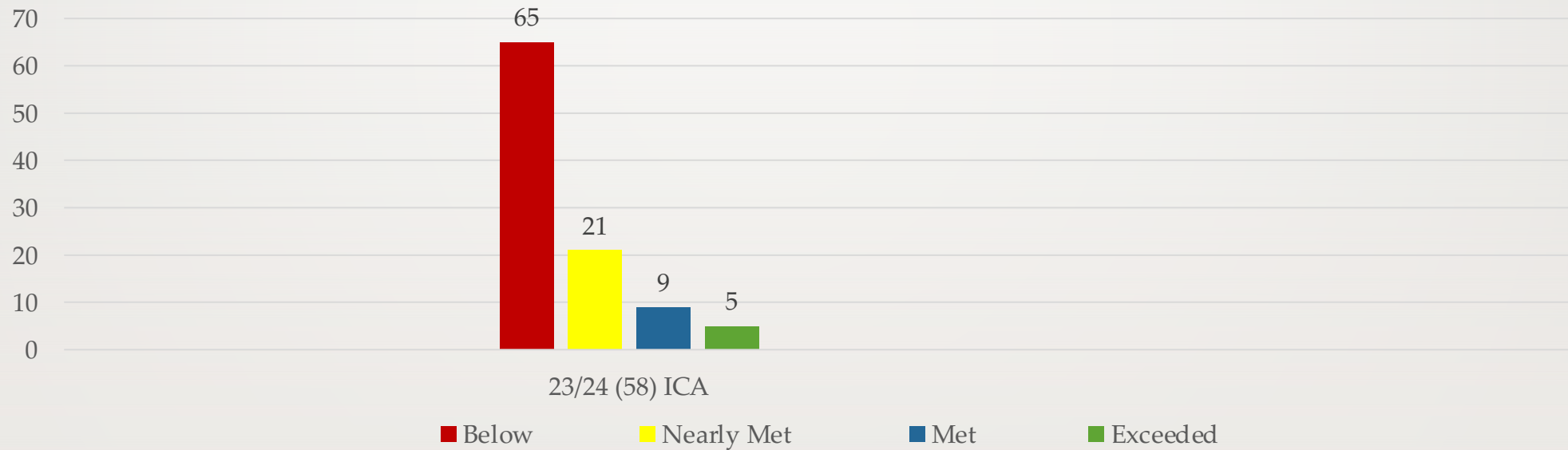
Percent of Students in Each Level

This year 14% of students are approaching met and 50% of students met or exceeded standards



11th Grade CAASPP/ICA MATH (High school only tests in 11th grade)

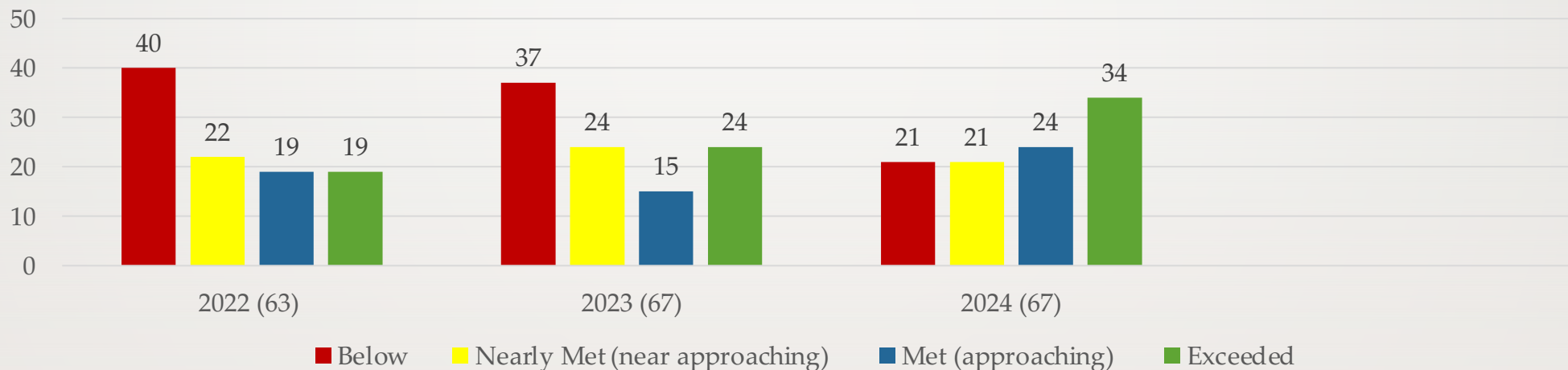
Percent of Students in Each Level
No CAASPP data for the prior year
This year 14% of students met or exceeded standards



11th Grade ELA Renstar

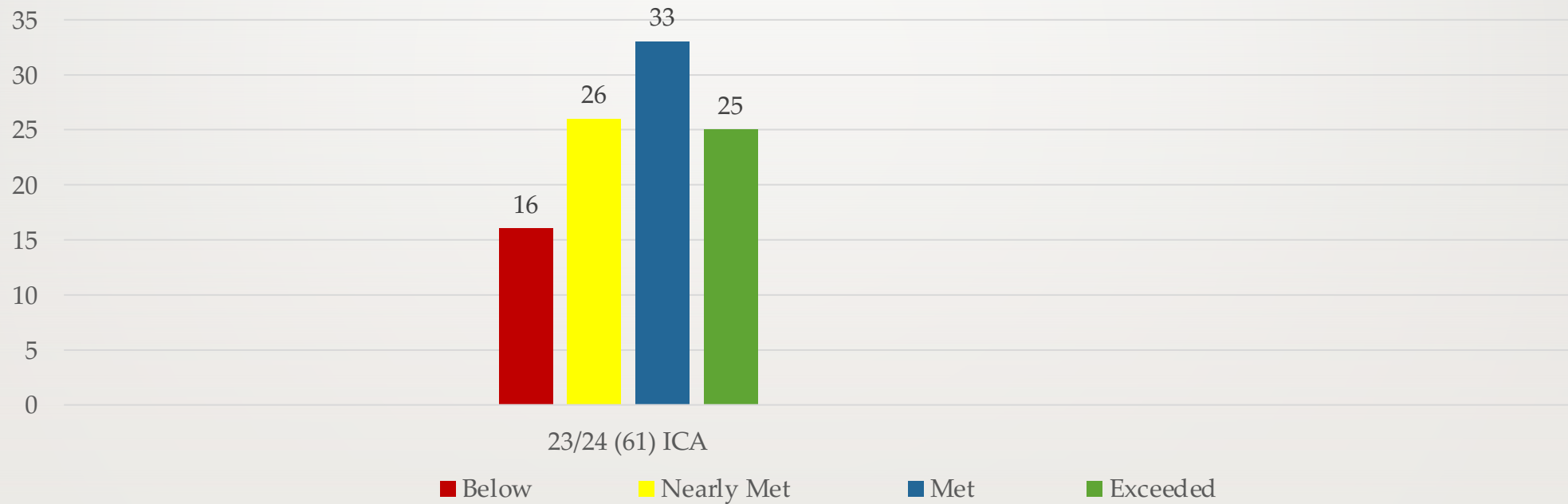
Percent of Students in Each Level

This year 24% of students are approaching met and 34% of students met or exceeded standards



11th Grade ICA ELA

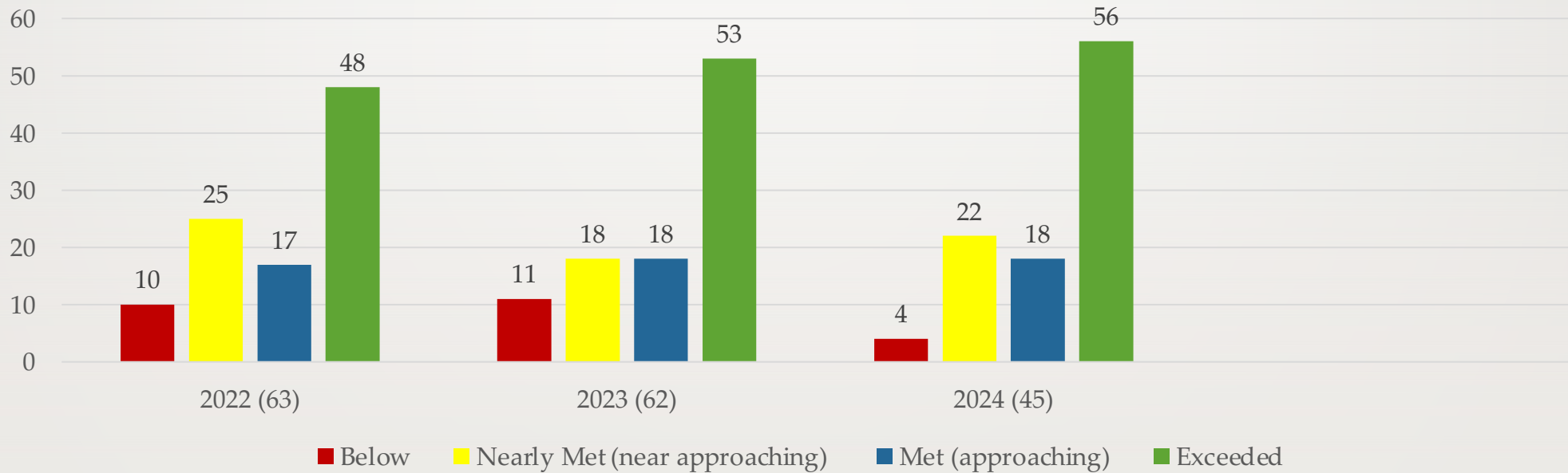
Percent of Students in Each Level
No CAASPP data for the prior year
This year 58% (ICA) of students met or exceeded standards



12th Grade MATH Renstar

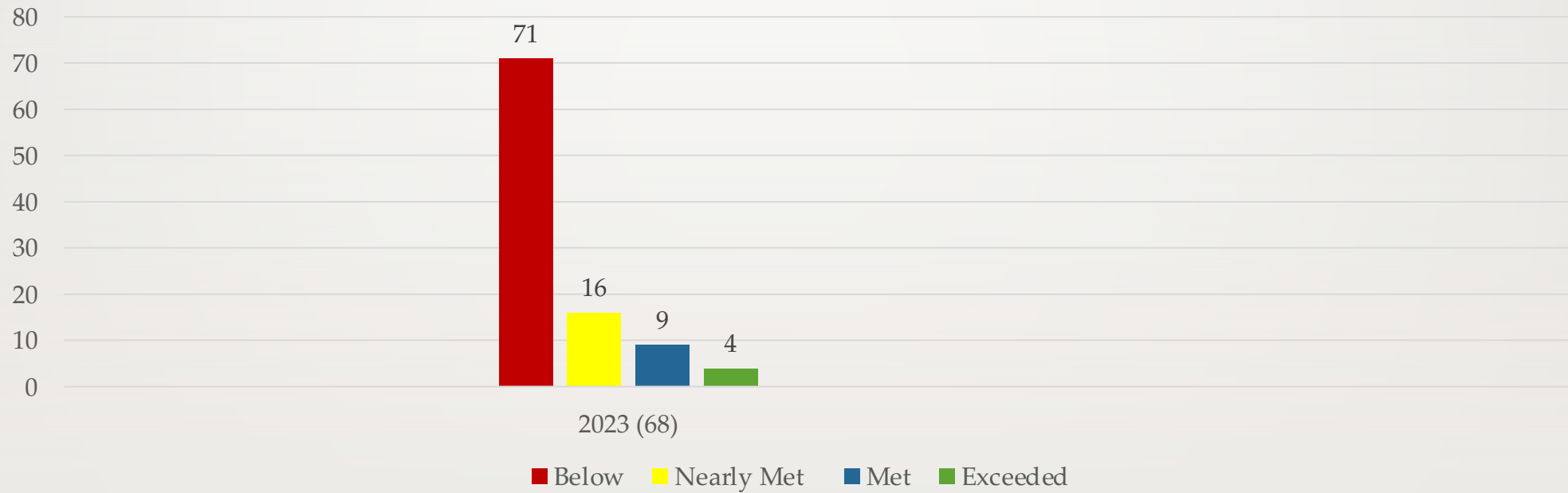
Percent of Students in Each Level

This year 18% of students are approaching met and 56% of students met or exceeded standards



12TH GRADE CAASPP MATH

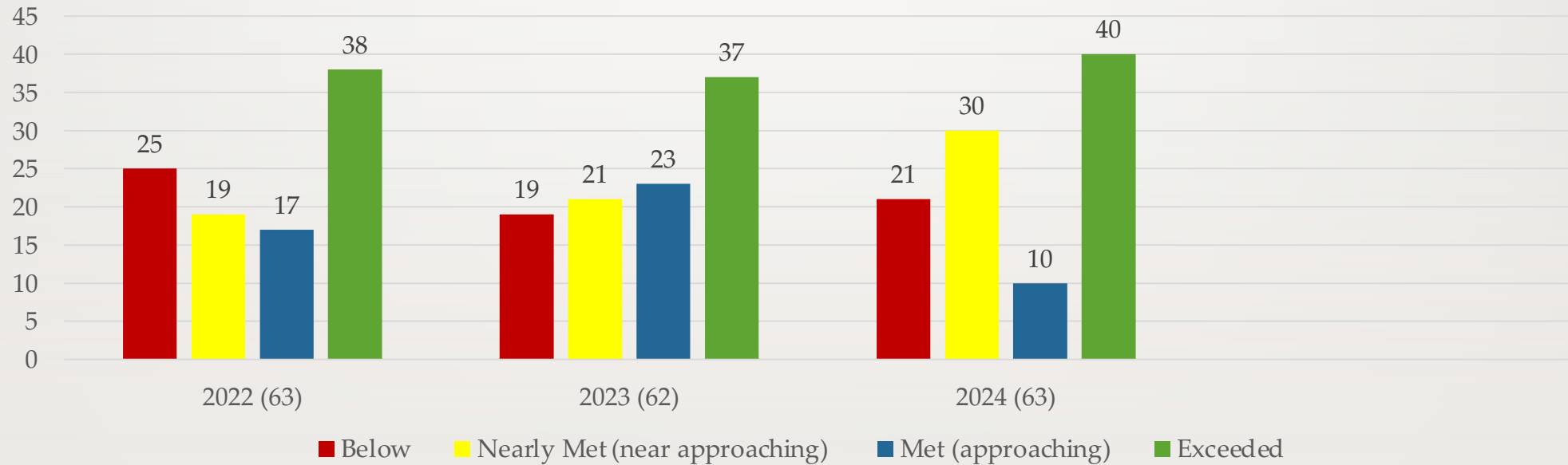
Percent of Students in Each Level
This year 13% of students met or exceeded standards



12th Grade ELA Renstar

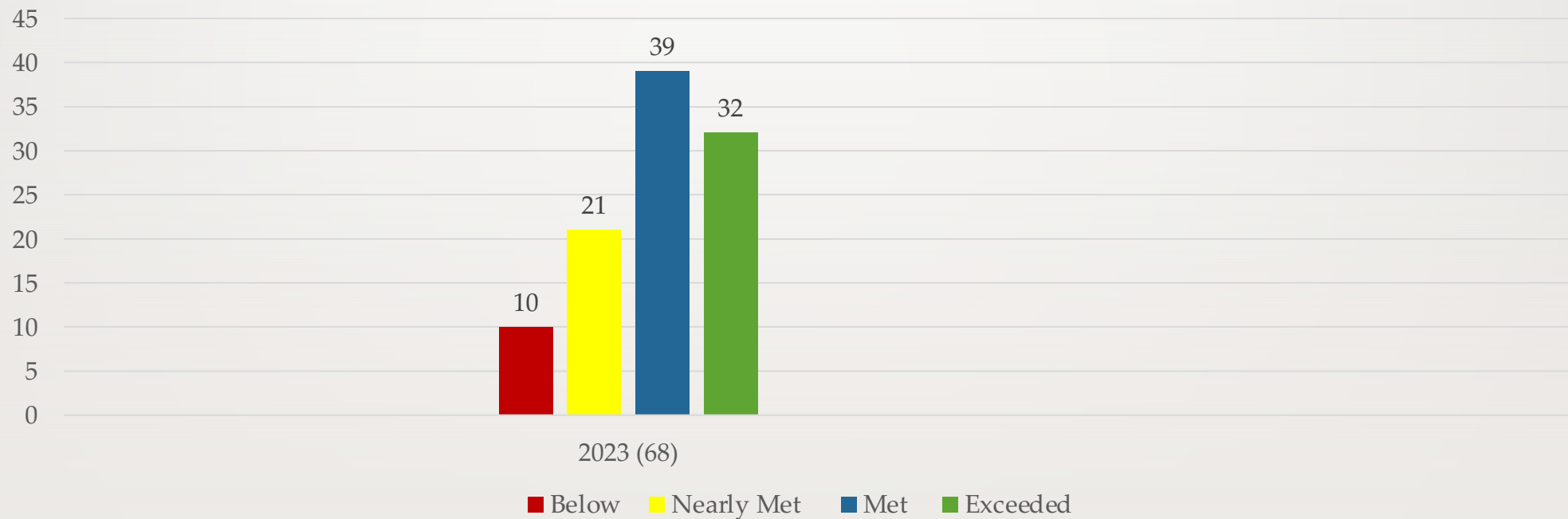
Percent of Students in Each Level

This year 10% of students are approaching met and 40% of students met or exceeded standards



12th Grade CAASPP ELA

Percent of Students in Each Level
This year 71% of students met or exceeded standards





Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

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

Goal 1

Goal Description

Monitoring Goals, Actions, and Resources for the 2023-24 LCAP for Oakland Military Institute College Preparatory Academy

Provide high-quality classroom instruction

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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): 9% increase in ELA; 1% decrease in Math Overall: 42% ELA; 16% Math 11th grade: 71% ELA; 14% Math 8th grade: 31% ELA; 22% Math 7th grade: 42% ELA; 13% Math 6th grade: 18% ELA; 14% Math	ICA (2024): meets/exceeds Overall: 26% ELA; 11.5% Math 11th grade: ELA 57%; 14% Math 10th grade: ELA 26%; 15% Math 9th grade: ELA 34%; 20% Math 8th grade: ELA 27%; 6% Math 7th grade: ELA 11%; 14% Math 6th grade: ELA 3%; 2% Math	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 Math (MA): 26.4% met or exceeded the standard RenSTAR (May 2021): English Language Arts (ELA): 30.1% met or exceeded the standard Math (MA): 26.2% met or exceeded the standard	RenSTAR (January 2022): English Language Arts (ELA): 28.8% met or exceeded the standard Math (MA): 16.9% met or exceeded the standard	RenSTAR (spring 2023) 2 highest bands ELA 6th - 49%; Math 6th - 56% ELA 7th - 53%; Math 7th - 56% ELA 8th - 48%; Math 8th - 50% ELA 9th - 61%; Math 9th - 50% ELA 10th - 56%; Math 10th - 40% ELA 11th - 68%; Math 11th - 40%	Renstar (2024-1): meets/exceeds 12th grade: ELA 40%; 56% Math 11th grade: ELA 34%; 50% Math 10th grade: ELA 19%; 40% Math 9th grade: ELA 28%; 43% Math 8th grade: ELA 19%; 27% Math 7th grade: ELA 16%; 26% Math 6th grade: ELA 16%; 12% Math	RenSTAR (spring 2024) ELA 6th - 60%; Math 6th - 65% ELA 7th - 65%; Math 7th - 60% ELA 8th - 60%; Math 8th - 70% ELA 9th - 70%; Math 9th - 70% ELA 10th - 70%; Math 10th - 78% ELA 11th - 78%; Math 11th -
Core Growth Measure (Middle School)	Core Growth Measure (2018-2019) ELA Growth: 35th percentile Math Growth: 19th percentile	No Growth Data Until Fall 2023.	No Core Growth assessment administered in 22-23	No data	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
8th Grade Promotion Rate	92% 8th Grade Promotion 65% 8th Grade Promoted w/o Summer School (2021) 100% Promoted after Summer School	62% 8th Graders Promoted w/o Summer School (2022) - 38% need to take Summer School	Spring 2023 79% promoted w/o summer REQ 21% not promoted/conditional summer REQ	No data	100% 8th Grade Promotion
High School Graduation Rate	High school graduation (2020): 85.6% High school graduation (2021) 80.8%	High school graduation (2022) 98% of class of 2022 90% of 4-year cohort	High School graduation (2023) 99% of class of 2023 4-year cohort rate 94%	No data	High school graduation: 100% of current class 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: 65% "prepared for college" college/career indicator	No data	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	No data	95% Attending 2 or 4 year Colleges

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Yes	Fully Implemented	Director of Teaching and Learning hired		\$162,862.00	\$93,989

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>middle school school by bringing the middle school team into alignment in their classroom management, instructional delivery, student activities and interdisciplinary teamwork and projects.</p> <p>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.</p>						
1.2	<p>Contract with Core Instructional Coaches to continue intensive coaching focus on ELA and Math and middle school teachers.</p> <p>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.</p>	Yes	Fully Implemented	Math and ELA coach in place. Full-time math coach added in December		\$145,000.00	\$76,070

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p>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.</p>	No Yes		All utilizing JSWP framework in preparation of testing and in delivering standards across the curriculum.		\$34,000.00	\$32,199
1.4	<p>Teachers will be supported to continue to implement Common Core Standards Based Curriculum in core subject areas. This support includes purchasing new curriculum, training on instructional</p>	No		Trainings and in-class support with new electronic curriculum. Packages include TCI, Savvas, Discovery, HMH, and others.		\$70,000.00	\$84,855

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>materials, coaching and classroom equipment necessary for deep implementation. 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 exploration is the addition of interactive science labs called Pivot Learning. Pilot will be conducted in 23-24.</p>						
1.5	<p>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.</p>	Yes		All students utilizing Chromebooks and teaching platforms connected by Clever and Google Classroom		\$82,000.00	\$63,913
1.6	<p>Continue supporting the Induction Program and coaching</p>	Yes		Allocation of staff to support induction		\$46,000.00	\$38,478

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>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.</p>			program and newly credentialed teachers.			

Goal 2

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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): 70% making progress toward English Language proficiency	Testing Upcoming	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%	Testing Upcoming	EL Reclassification Rate: 15%
EL Proficiency Level RenSTAR	RenSTAR (2020): English Language Arts (ELA): 9% Math (MA): 7% of EL students meet or exceeds the standard	RenSTAR (January 2022): English Language Arts (ELA): 3.8% Math (MA): 2.6% of EL students meet or exceeds the standard	RenSTAR (January 2023) EL 9-12 Grade level equivalency literacy - 5.2 EL 9-12 Math Grade level equivalency - 6.7	No Data	RenSTAR (2020): English Language Arts (ELA): 45% Math (MA): 40% of EL students meet or exceeds the standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	RenSTAR (May 2021): English Language Arts (ELA): 5.1% Math (MA): 6.5% 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) met/exceed EL's in Math: 10% EL's in ELA: 11%	CAASPP IAC EL's (2023) met/exceed	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%	No Data	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	No Data	(2024) 100% of teachers have CLAD/BCLAD Certification

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Ensure all EL students have access to Designated ELD time/courses Increasing the school supports for our ELD population who have experienced the greatest percentage of learning loss due to the Covid-19 Pandemic.	Yes		Cadets are enrolled in Fundamentals, A, and B ELD level courses.		\$241,245.00	\$81868

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Increase ELD training for all instructional staff to support English Learners Increase ELD training for all instructional staff to support English Learners. 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>	Yes		Increasing number of ELPAC testers/trainers. Cadre-led training supporting ELs in the classroom		\$55,009.00	
2.3	<p>Ensure all teachers have CLAD or BCLAD certification according to credentialing information Audit current credentialing status and create pathways to certification for current employees. Increase outreach efforts to communicate with and secure employment from teachers with CLAD or BLCAD.</p>	Yes		No data		\$6,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>Hire additional staff to support core and extended learning for EL students Hire 2.0 bilingual EL Aids for push-in support in classrooms and after school tutoring Continue funding EL Coordinator (25% of Student Services position) Provide stipend for EL Resource Teacher for PD, ELAC, ELPAC testing</p>	Yes		<p>ELD classes are supported by additional instructional support staff Added 1 ELD teachers. 1 at HS 2 at MS. Cadre added 3 additional staff</p>		\$255,076.00	\$55767
2.5	<p>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.</p>	Yes		<p>Implemented Read 180/System 44 & JSWP into all designated ELD classes.</p>		\$192,500.00	\$60,658

Goal 3**Goal Description**

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.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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%	No data	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	(2022-23) CA Healthy Kids Survey School connectedness 12th: 45% 11th: 47% 10th: NA% 9th: 48% 8th: 51% 7th: 48% 6th: 71% School perceived as very safe or safe 12th: 66% 11th: 63% 10th: NA% 9th: 57% 8th: 53% 7th: 54% 6th: 89%	90% Students are Satisfied or Very Satisfied with the school overall
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%	Back to School Night 150+ 33% Fall Fest 110+ 22%	50% Parents engaged in committees, school events, volunteers or parent meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Ave Grizzly Night attendance 25.5% *need better monitoring system for accountability		
Annual Student Attrition	8% Student Attrition	(2021-2022) 17% Student Attrition	(2022-2023) Student Attrition Rate: 6.15%	(2023-2024 Mid-Term) Student Attrition Rate: TBD	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%	(2023-2024 Mid-Term) 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	(2023-2024 Mid-Term) 92%	98% ADA
Annual School Application/Enrollment Target	91% of Available Seats Filled	82% Available Seats Filled	77% Available Seats Filled	TBD lottery March; 100% applications submitted	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%	No data	(2023-2024) C/SGT or Higher Sophomores : 50% C/SGT or Higher Juniors/Seniors 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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	Yes		BARR program implemented with grade level ASG groups implementing Cadet and Parent support practices.		\$65,000.00	\$32,444

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
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	Yes		Grizzly nights focusing on educating families on HS/MS programs, Military Culture, Cadet Leadership, and Athletics.. Fall festival with great turnout and participation with community partners. Spring Festival will bring the same turnout providing families and community the vaule of OMI.		\$64,221.00	\$30,165
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	Yes		All four front office staff speak Spanish with three additional faculty support staff offering bilingual services.		\$10,000.00	\$19932

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
3.4	<p>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</p>	Yes		Completed		\$2,000.00	
3.5	<p>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</p>	No		Led by Cadre in collaboration with marketing professionals, OMI has developed a multi-channel advertising system ranging from cutting edge social media to traditional routes of face-to-face outreach.		\$40,000.00	\$7990

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	more desirable place for students to enroll to get a first class education.			The success can be identified through 97 candidates for next year's 9th grade class recruitment			
3.6	<p>Create comprehensive and sustainable systems within the school to ensure the safety, welfare and academic success of all students</p> <p>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.</p>	Yes		Through administrative/staff meetings (ILT, Cabinet, ASG, etc) staff and admin collaborate on developing systems serving cadets in wellness, academics and future work and educational opportunities.		\$467,426.00	\$291951
3.7	<p>Create Leadership/ CACC promotions within the cadet ranks to ensure sufficient number of cadets are qualified to fill cadet leadership positions throughout the campus</p> <p>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.</p>	Yes		No Data			
3.8	<p>Reorganize counseling department services to add Middle School focused academic and mental health counselor and middle school wellness center</p>			HS and MS Wellness centers offering support services with developing caseloads and supporting all aspects		\$5,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with interns that double as paras and bilingual aides			of student services. Each center is staffed with a certificated counselor along with at least one intern.			

Goal 4

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Overall Staff satisfaction with leadership				No Data - TBD Staff Leadership Survey	
Overall Parent/Student satisfaction with school and leadership				No Data - See Healthy Kids Survey results	
Governing Board Superintendent Evaluation				No Data	
Overall tenure of management team				No Data - full team ave 6 years; exec team ave 3 years	
Staff Retention average				Year End Data TBD	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Organization chart identifying areas of leadership responsibility Build an functional organization chart that effectively represents	No	Fully Implemented	See following chart https://docs.google.com/presentation/d/1QFKJix1			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			SCPjdoB5hOEb1-4eOeQvro2IHkoqSxtf4xz/oedit#slide=id.g2312f37b58e_0_211 The chart guides all aspects of school operations with academic and cadre leadership.			
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.	No	Partially Implemented	<ul style="list-style-type: none"> • -Leadership retreat was held June 19th-21st 2023 • -Corelearning consultants provided leadership support in instruction, ELA, and Math • -Director of Teaching and Learning was hired in June 2023. Coordinator of Math Instruction was hired in Dec 2023. • -AVID Training Summer 2023 	webinar recordings & powerpoint notes, retreat mission/vision activity slides and team presentations	\$20,000.00	
4.3	Staff Leadership Survey	No	Planned				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Research survey models [including expanded CHKS] for staff						

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures



OAKLAND MILITARY INSTITUTE

3877 Lusk Street
Oakland, California 94608

NGCA-YCP-OMI-CO

9 February 2024

MEMORANDUM FOR RECORD

SUBJECT: Healthy Kids Survey Executive Summary

1. The California Healthy Kids Survey for 2023 was conducted in December 2023 and the final reports were provided in late January 2024. The focus of the survey was closing the academic achievement gap and campus climate.

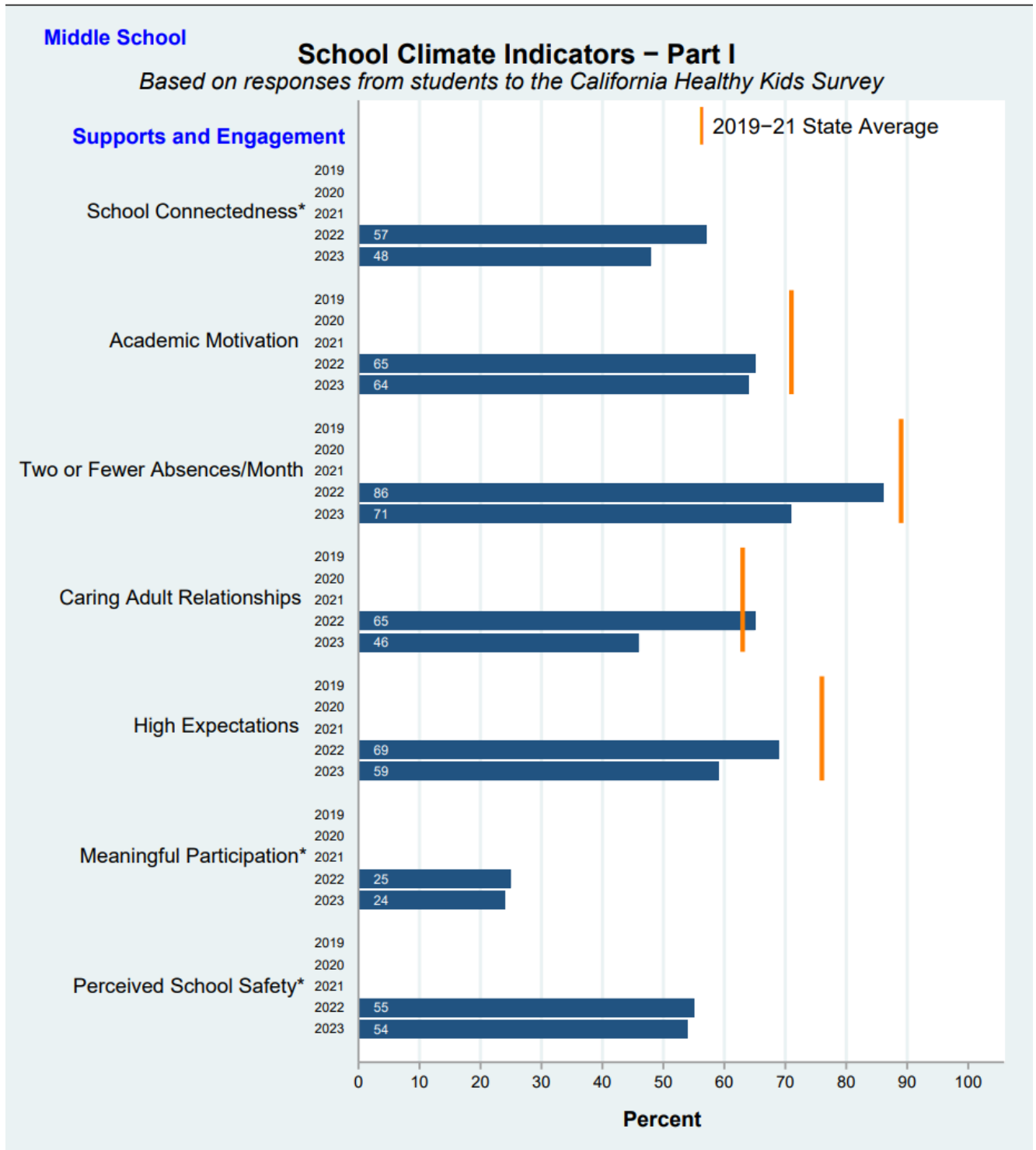
2. The middle school survey response count includes:

Grand Total					147
Oakland Military Institute, College Preparatory Academy	Total				147
	Oakland	6th grade	12/05/22	01/13/23	48
	Military	7th grade	12/12/22	12/12/22	39
	Institute, College	8th grade	12/05/22	12/07/22	58
	Preparatory Academy	Other grade	12/03/22	12/03/22	1
	Academy	Ungraded	12/07/22	12/07/22	1

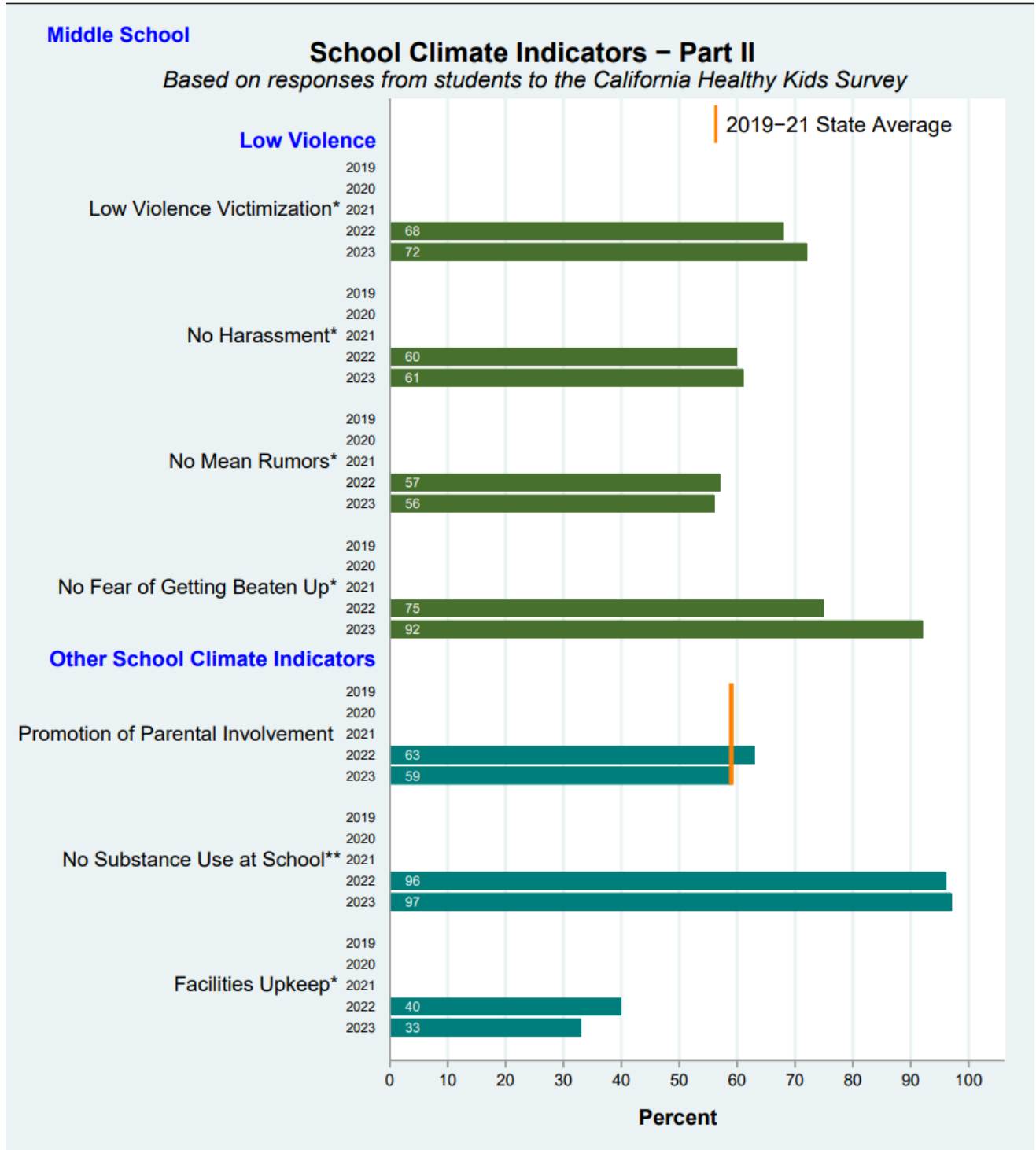
3. The high school survey response count includes:

Grand Total					168	15.8
Oakland Military Institute, College Preparatory Academy	Total				168	15.8
	Oakland	6th grade	12/06/22	12/06/22	2	26.9
	Military	9th grade	12/01/22	12/05/22	58	16.5
	Institute, College	10th grade	12/01/22	12/15/22	10	21.7
	Preparatory Academy	11th grade	12/01/22	12/12/22	46	13.3
	Academy	12th grade	12/01/22	12/12/22	50	15.9
		Other grade	12/03/22	12/03/22	1	2.9
		Ungraded	12/07/22	12/07/22	1	9.0

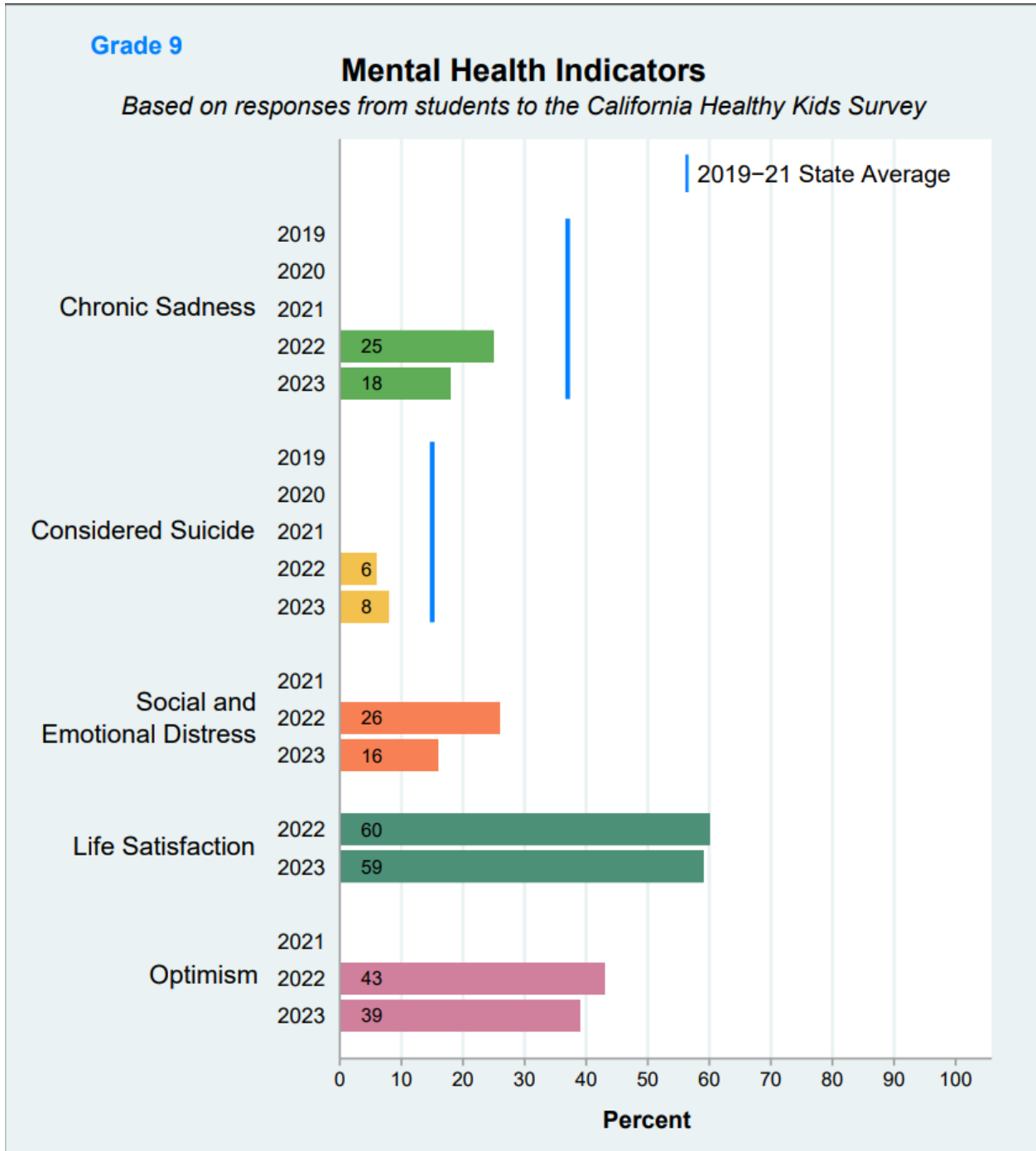
4. Middle School Climate:



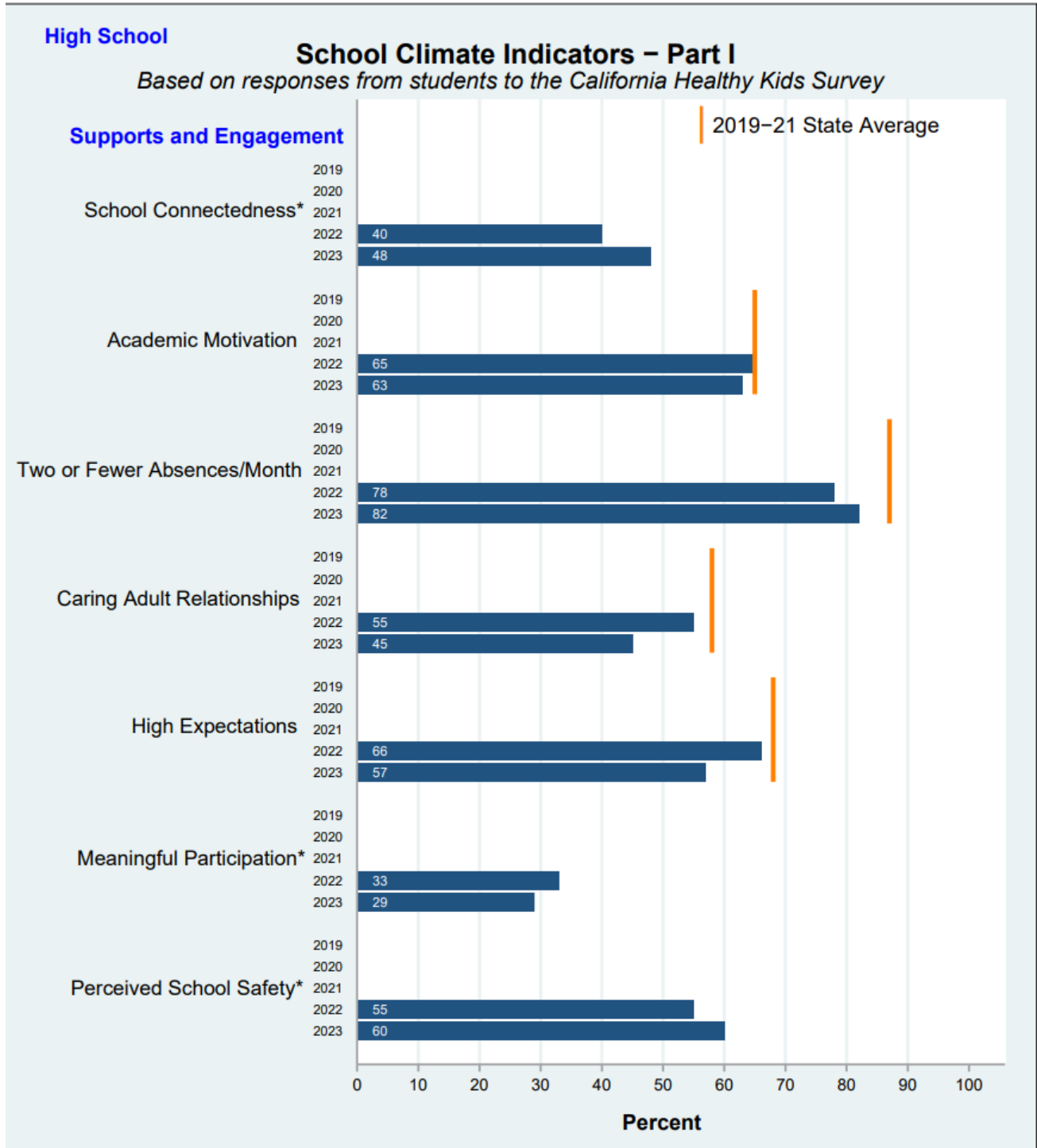
SUBJECT: Healthy Kids Survey Executive Summary



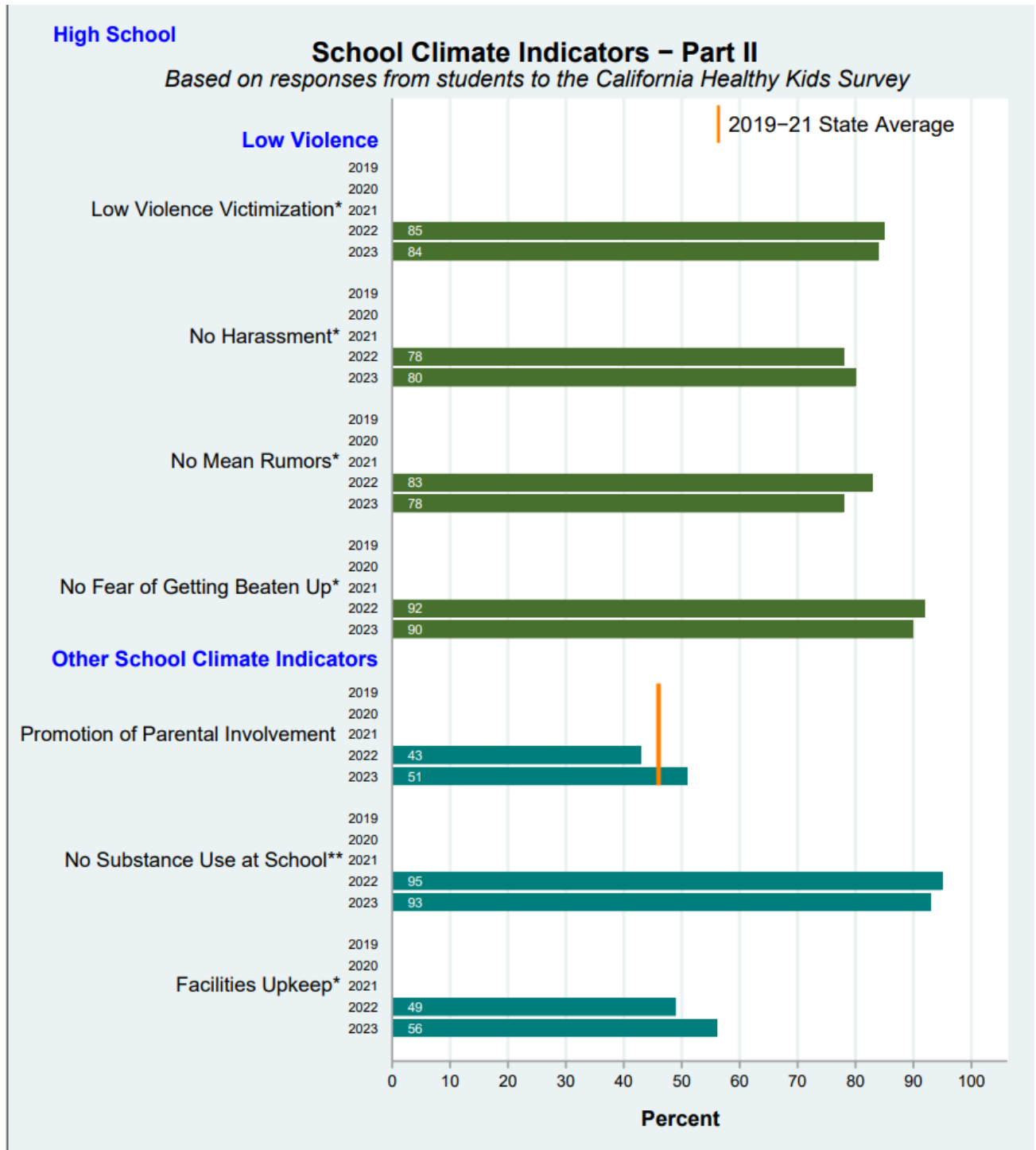
5. Middle School Health:



6. High School Climate:



SUBJECT: Healthy Kids Survey Executive Summary



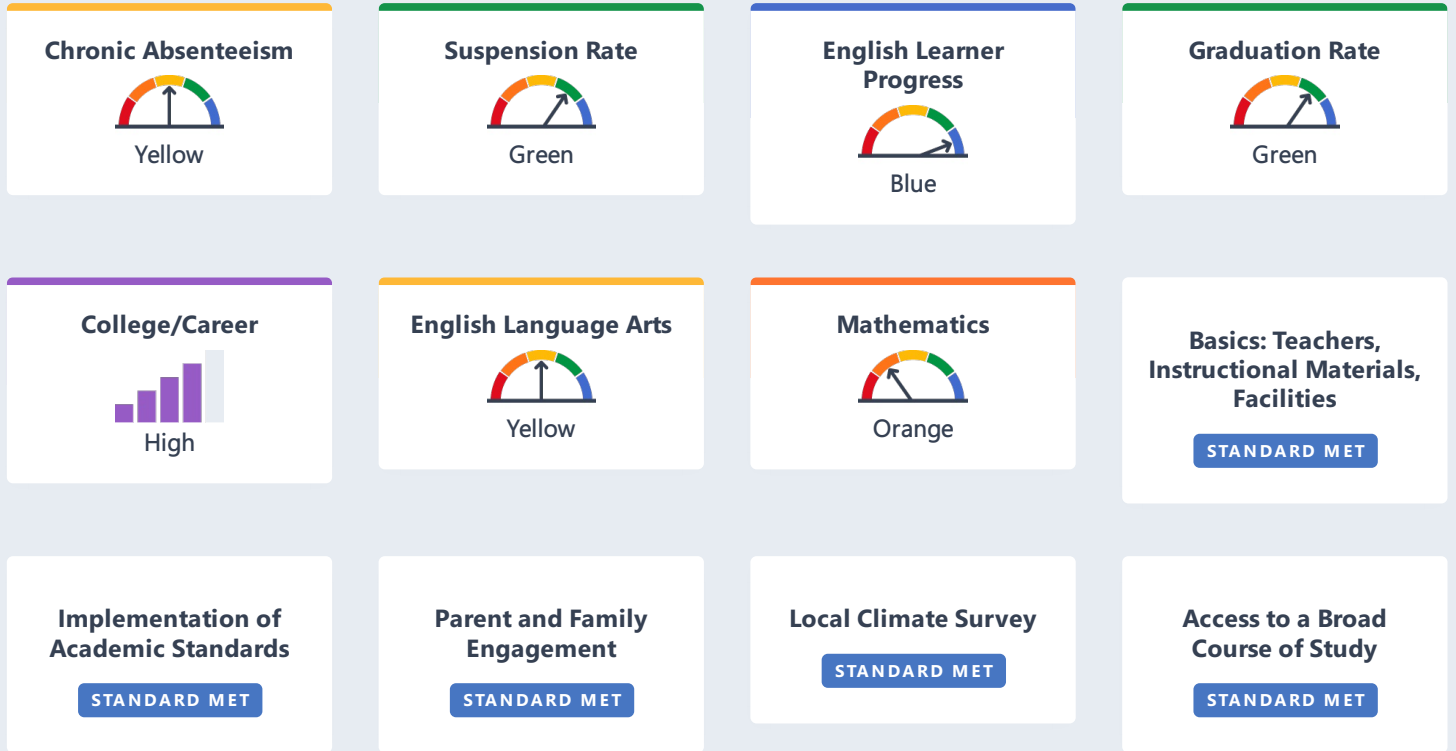
7. Any questions can be directed to the undersigned at tjames@omiacademy.org.

Thomas L. James, CMSgt (CA), CSG
 Commandant and Chief Business Officer

SCHOOL PERFORMANCE OVERVIEW

Oakland Military Institute, College Preparatory Academy

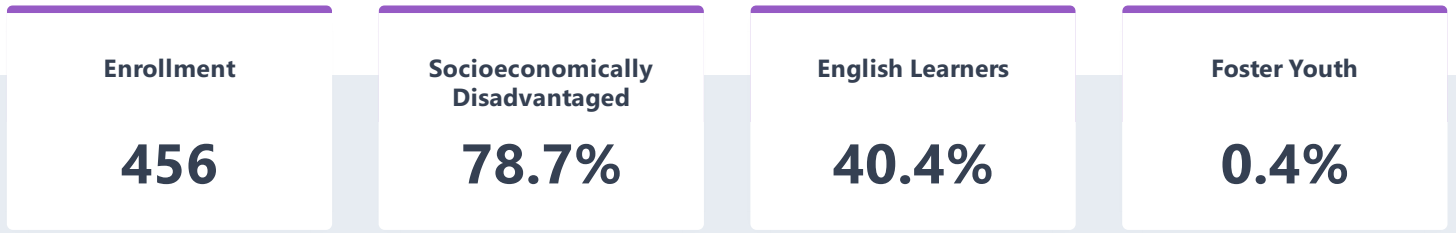
Explore the performance of Oakland Military Institute, College Preparatory Academy under California's Accountability System.



School Details

NAME Oakland Military Institute, College Preparatory Academy	ADDRESS 3877 Lusk Street Oakland, CA 94608-3822	WEBSITE http://www.oakmil.org	GRADES SERVED 6-12
CHARTER Yes	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

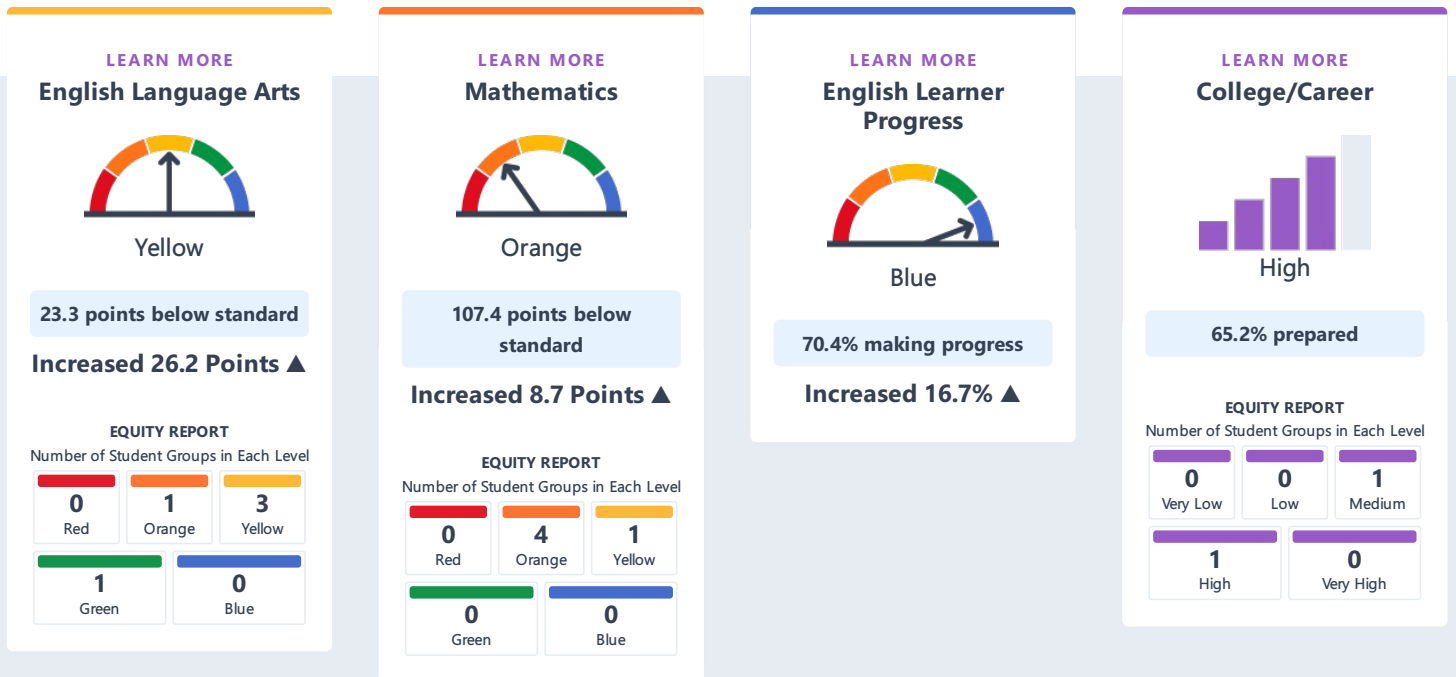
Explore information about this school's student population.



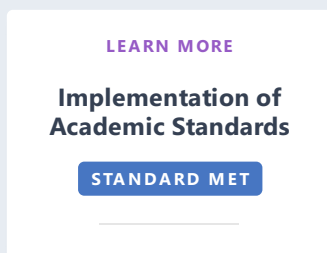
OAKLAND MILITARY INSTITUTE, COLLEGE PREPARATORY ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.



Local Indicators



OAKLAND MILITARY INSTITUTE, COLLEGE PREPARATORY ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism

Yellow

18.8% chronically absent

Declined 6.3% ▼

EQUITY REPORT
Number of Student Groups in Each Level

1 Red	0 Orange	3 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Graduation Rate

Green

93.9% graduated

Increased 4.4% ▲

EQUITY REPORT
Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow
2 Green	0 Blue	

Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

OAKLAND MILITARY INSTITUTE, COLLEGE PREPARATORY ACADEMY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



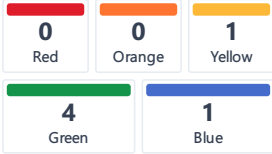
Green

2.9% suspended at least one day

Declined 5.4% ▼

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[LEARN MORE](#)

Parent and Family Engagement

STANDARD MET

[LEARN MORE](#)








Local Climate Survey

STANDARD MET

DISTRICT PERFORMANCE OVERVIEW

Oakland Unified

Explore the performance of Oakland Unified under California's Accountability System.

Chronic Absenteeism  Red	Suspension Rate  Yellow	English Learner Progress  Orange	Graduation Rate  Orange
College/Career  Medium	English Language Arts  Orange	Mathematics  Orange	Basics: Teachers, Instructional Materials, Facilities STANDARD MET
Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET

District Details

NAME Oakland Unified	ADDRESS 1011 Union St Oakland, CA 94607-4099	WEBSITE http://www.ousd.org	GRADES SERVED P-Adult
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OAKLAND UNIFIED

Student Population

Explore information about this district's student population.

Enrollment 34,149	Socioeconomically Disadvantaged 77.1%	English Learners 34.5%	Foster Youth 0.5%
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OAKLAND UNIFIED

Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



Orange

63.6 points below standard


Declined 6.2 Points ▼

EQUITY REPORT
Number of Student Groups in Each Level

7 Red	3 Orange	2 Yellow
1 Green	0 Blue	

[LEARN MORE](#)

Mathematics



Orange

93.8 points below standard


Maintained -0.7 Points

EQUITY REPORT
Number of Student Groups in Each Level

8 Red	2 Orange	2 Yellow
1 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress




Orange

44.2% making progress

Maintained -1.4%

[LEARN MORE](#)

College/Career



Medium

37.9% prepared

EQUITY REPORT
Number of Student Groups in Each Level

0 Very Low	6 Low	2 Medium
2 High	0 Very High	

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

OAKLAND UNIFIED

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism

[LEARN MORE](#)

Graduation Rate



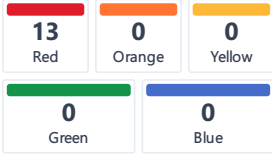
Red

60.3% chronically absent

Increased 15.2% ▲

EQUITY REPORT

Number of Student Groups in Each Level



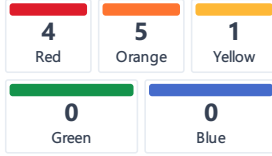
Orange

75% graduated

Maintained -0.7%

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

OAKLAND UNIFIED

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



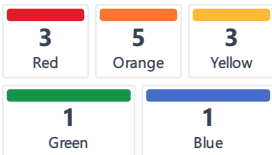
Yellow

4% suspended at least one day

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Level



[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

**Parent and Family
Engagement**

STANDARD MET

Local Climate Survey

STANDARD MET

Coversheet

School Accountability Report Card [SARC]

Section: VI. Information/Discussion Items
Item: D. School Accountability Report Card [SARC]
Purpose:
Submitted by: Mary Streshly
Related Material:
2023_School_Accountability_Report_Card_Oakland_Military_Institute_20240130 (1).pdf

BACKGROUND:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

Please note the data for this SARC is from 2022 and much of the data is auto-filled based on data reported to CALPADS in the previous year. This 2022 SARC will be posted publicly on our website according to CDE requirements.

RECOMMENDATION:

Staff recommends the Board approve the 2023 School Accountability Report Card.

Oakland Military Institute College Preparatory Academy

**2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)**



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Oakland Military Institute College Preparatory Academy
Street	3877 Lusk St.
City, State, Zip	Oakland, CA 94608-3822
Phone Number	(510) 594-3900
Principal	Mary E. Streshly, Ed.D.
Email Address	mstreshly@omiacademy.org
School Website	http://www.oakmil.org
County-District-School (CDS) Code	01612590130617

2023-24 District Contact Information

District Name	Oakland Military Institute College Preparatory Academy
Phone Number	(510) 594-3900
Superintendent	Mary E. Streshly, Ed.D.
Email Address	mstreshly@omiacademy.org
District Website	http://www.oakmil.org

2023-24 School Description and Mission Statement

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 extending through 2027 and in 2023 earned a full 6-year accreditation from the Western Association of Schools and Colleges [WASC]. Over the course of two years, OMI has achieved and surpassed the recommendations of the CA Collaborative for Educational Excellence earning a letter of commendation from this state agency for our tremendous academic gains that has OMI currently outperforming the majority of Oakland High Schools. Our latest groundbreaking initiative to ensure OMI continues to outperform our counterparts in Oakland is to expand our Dual Enrollment partnership with Peralta Community Colleges to allow us to offer the prestigious Governor's Baccalaureate Diploma [a rigorous set a college coursework that advances our graduates to UC/CSU transferability as college sophomores or juniors] saving Alameda County families \$60,000 - \$100,000 a year in college fees and tuition. Additionally, our early college partners will now include the elite Cal Maritime Academy.

The military framework at OMI makes the school truly unique by promoting a sense of pride and community. The military protocol requires cadets to wear a proper complete uniform each school day and begin each day with a formation that includes announcements, recognitions and exercises. All cadets participate as members of the California Cadet Corps and are assigned to units within a military chain of command (squads, platoons, companies, and battalions within the Corps of OMI Cadets). Cadets assume increased responsibility through various positions of leadership during their tenure at OMI. Each academic classroom uses military protocols and cadet leadership structures to promote good order and discipline. Cadets also learn military customs and courtesies and achieve promotions and awards for their accomplishments.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	52
Grade 7	53
Grade 8	69
Grade 9	71
Grade 10	85
Grade 11	65
Grade 12	61
Total Enrollment	456

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	142
Male	231
American Indian or Alaska Native	0
Asian	15.90%
Black or African American	10.37%
Filipino	0
Hispanic or Latino	64.52
Native Hawaiian or Pacific Islander	0
Two or More Races	2.30
White	1.61
English Learners	40
Foster Youth	.4
Homeless	.2
Migrant	0
Socioeconomically Disadvantaged	79
Students with Disabilities	15

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12	37.78	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	2.90	9.34	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.70	27.34	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.13	64.80	2.50	12115.80	4.41
Unknown	7.10	22.34	240.60	9.26	18854.30	6.86
Total Teaching Positions	32.00	100.00	2598.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.30	40.46	1583.50	61.54	234405.20	84.00
Intern Credential Holders Properly Assigned	4.00	14.29	148.90	5.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.80	38.79	719.90	27.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.86	75.30	2.93	11953.10	4.28
Unknown	1.00	3.57	45.40	1.77	15831.90	5.67
Total Teaching Positions	28.00	100.00	2573.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	8.70	
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	8.70	10.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	0.80
Total Out-of-Field Teachers	1.00	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	34.40	54.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	30.10	24.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Curriculum at the Oakland Military Institute consists of the concepts, content goals, and skills instruction reflected in the California State Common Core Standards and Frameworks in language arts, science, math, history/social science, world language, visual and performing arts, technology and physical education. Instructional methods are teacher-driven, taking into consideration the possibilities of various learning styles, and strategies. Teachers use textbooks and materials aligned to California Common Core Standards, as well as ancillary materials to augment the instruction and academic support services. In 2023 OMI launched 1-1 digital devices in order to expand cadet access to digital curriculum and digital learning platforms both at home and at school across all classes. In 2023, OMI piloted and adopted SAVVAS' My perspectives for English Language Arts and SAVVAS' Envision for math grades 6-10 and Discovery Science for Earth and Space Science, Biology, Chemistry and Physics. Social Studies adopted TCI and our reading intervention and English Language Development classes use Read 180 and System 44 as their core curriculum. Our Military Science courses grades 6 -12 use a curriculum developed by the California Cadet Core under the supervision of California Youth and Community Services a division of the California State Guard.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students have required learning materials.	Yes	0
Mathematics	All students have required learning materials.	Yes	0
Science	All students have required learning materials.	Yes	0
History-Social Science	All students have required learning materials.	No	0
Foreign Language	All students have required learning materials.	Yes	0
Health	All students have required learning materials.	No	0
Visual and Performing Arts	All students have required learning materials.	Yes	0

School Facility Conditions and Planned Improvements

OMI takes great efforts to ensure that the campus and facilities provide a clean, safe and functional learning environment. Our maintenance staff ensures necessary repairs to the campus facilities are completed in a timely manner and emergency repairs are given the highest priority. The operations/facilities manager works daily with the custodial staff to ensure cleaning schedules result in a clean and safe school. OMI contracts security personnel to supplement faculty/staff supervision of student on/off campus areas and throughout the academic day. There is controlled access to campus buildings and school grounds. ID badges (with picture) are required to enter the grounds. Random K9 sweeps are conducted for contraband. An electronic notification system is used for school-wide emergencies. The use of exterior and interior security cameras are employed to monitor access to the campus. A brand new intercom system has been recently installed in order to pass whole school informational and emergency messages throughout the campus. Additionally a 500,000 dollar HVAC system was installed in the school to shore up Covid-19 safety measures.

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	33	42	35	34	47	46
Mathematics (grades 3-8 and 11)	17	16	25	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	228	227	99.56	0.44	42.29
Female	83	83	100.00	0.00	44.58
Male	145	144	99.31	0.69	40.97
American Indian or Alaska Native	0	0	0	0	0
Asian	39	39	100.00	0.00	69.23
Black or African American	27	27	100.00	0.00	37.04
Filipino	0	0	0	0	0
Hispanic or Latino	136	136	100.00	0.00	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	22	95.65	4.35	27.27
White	--	--	--	--	--
English Learners	89	89	100.00	0.00	20.22
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	182	181	99.45	0.55	38.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	16.22

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	228	227	99.56	0.44	15.86
Female	83	83	100.00	0.00	10.84
Male	145	144	99.31	0.69	18.75
American Indian or Alaska Native	0	0	0	0	0
Asian	39	39	100.00	0.00	46.15
Black or African American	27	27	100.00	0.00	14.81
Filipino	0	0	0	0	0
Hispanic or Latino	136	136	100.00	0.00	7.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	22	95.65	4.35	13.64
White	--	--	--	--	--
English Learners	89	89	100.00	0.00	3.37
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	182	181	99.45	0.55	16.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	8.11

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.42	24.35	19.36	20.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	195	193	98.97	1.03	24.35
Female	82	80	97.56	2.44	16.25
Male	113	113	100.00	0.00	30.09
American Indian or Alaska Native	0	0	0	0	0
Asian	40	40	100.00	0.00	47.50
Black or African American	24	24	100.00	0.00	20.83
Filipino	0	0	0	0	0
Hispanic or Latino	119	117	98.32	1.68	17.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	59	57	96.61	3.39	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	144	98.63	1.37	23.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	15.38

2022-23 Career Technical Education Programs

OMI offers a full CTE pathway in Military Science [7 year pathway grades 6-12] and is developing pathways in broadcast media, arts and entertainment and business/information technology industry pathways in collaboration with the Peralta Community College District.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	456
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	94
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	59.02

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	93.15	93.15	93.15	93.15	93.15
Grade 9	94.54	94.54	94.54	94.54	94.54

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

OMI has an open door policy that welcomes all parents and guardians. Parents are engaged in their students' education and actively communicate on a regular basis with their students' teachers and TAC members. OMI leadership solicits parent and student input through CA Healthy Kids Climate Surveys as well as townhall meetings and orientations. In addition to the above, OMI parents are welcomed members of the school's School Site Counsel, Parent/Cadet Alliance, as well as our English Learner Advisory Council. Each committee meets monthly during our Grizzly Family Nights, which are designed to engage our community through dinners, parent education series, LCAP input and student experience panels. Parents and guardians are also involved in IEP meetings, Parent/teacher conferences, reclassification celebrations, awards and Pass In Review ceremonies, Cadet Showcases, Back to School Night, Fall/Winter festivals and concerts and student fundraising events.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	19.2	10.4	6.1	11.3	14.4	11.7	9.4	7.8	8.2
Graduation Rate	80.8	89.6	93.9	77.1	78.8	79.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	66	62	93.9
Female	27	26	96.3
Male	39	36	92.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	17	16	94.1
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	35	33	94.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	23	20	87.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	64	60	93.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	11	91.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	467	467	94	20%
Female	181	181	47	25.96%
Male	286	286	47	16.43
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0
Asian	70	70	4	5.71
Black or African American	62	62	21	33.87
Filipino	0	0	0	0
Hispanic or Latino	296	296	60	20.27
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	8	8	2	25
White	7	7	1	14.28
English Learners	173	173	29	16.76
Foster Youth	6	6	4	66.7
Homeless	4	4	2	50
Socioeconomically Disadvantaged	372	372	78	20.96
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	73	73	23	31.50

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.62	8.32	2.95	0.03	3.92	3.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.95	0
Female	1.09	0
Male	4.12	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.25	0
Filipino	0	0
Hispanic or Latino	3	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.6	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.17	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.11	0

2023-24 School Safety Plan

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 6 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In compliance with Assembly Bill 1747 (2019), OMI's Comprehensive School Safety Plan, approved by the Board of Directors in February, 2023, includes the following required elements:

- 1) Assessment of school crime committed on school campuses and at school-related functions
- 2) Child abuse reporting procedures
- 3) Disaster procedures
- 4) Suspension and expulsion policies
- 5) Procedures to notify teachers of dangerous pupils
- 6) Discrimination and harassment policies including hate crime reporting procedures
- 7) School wide dress code policies
- 8) Procedures for safe ingress and egress of pupils, parents, and school employees
- 9) Policies enacted to maintain a safe and orderly environment
- 10) Rules and procedures on school discipline

OMI recognizes that Cadets and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The OMI School Board (also referred to as "The Board" in this document) is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for Cadet Conduct, responsible behavior, and respect for others.

OMI staff has participated in the development of this comprehensive school safety plan relevant to the needs and resources of

2023-24 School Safety Plan

that particular academy, as outlined in California Education Code §32281. The plan takes into account the academy's staffing, available resources and buildings design, as well as other factors unique to the site.

The Comprehensive School Safety Plan will be reviewed and updated by March of each year, in compliance with California Education Code §32286(a). The Board shall review the comprehensive school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting.

A copy of the comprehensive school safety plan shall be available for review at the Oakland Military Institute website and at the administration office. In order to provide a safe and secure teaching and learning environment, there must be a plan for the management of emergency events that cannot be predicted or prevented. The Oakland Military Institute Emergency Response Plan (ERP) is designed to respond to emergencies and/or traumatic events in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

The Incident Command System (ICS) has been adopted as the management system to be used for emergencies. All personnel assigned responsibilities within the ICS structure have completed the FEMA Independent study courses IS 100, 200, and 700. Situation and assumptions in the size and location of our facility and use of each building, number of students/employees normally on hand, scheduled daily differences in populations and a hazard analysis of the school grounds, buildings and surrounding community. Direction and control includes the chain of command with assigned alternates, designated primary and alternate on/off site command post locations, persons identified by title and agency who will be notified during the emergency, descriptions of warning signals or commands to alert for emergency responses, designated primary and alternate evacuation routes and assembly areas, primary/alternated on/off site relocation sites as well as how students/staff would be moved/transported. Descriptions of disabled and/or non-English speaking students are provided for, student/parent reunification procedures, and a resource inventory of available emergency items are included in the ERP. A complete OMI ERP binder and emergency backpack is assigned to each faculty/staff member, room and/or office. An NOAA capable radio (w/battery backup) is centrally located and monitored for emergency messages during the academic day. In addition OMI has recently purchased and installed a new Visiplex Intercom System. Provisions for off-campus emergencies (e.g. field trips, bus accidents) are addressed in the ERP.

Community and outside agencies are invited to assist in plan development, training, exercises and revision. Drills are conducted monthly to test the effectiveness of the ERP. Debriefings are conducted to provide feedback and identified weaknesses addressed to strengthen the plan. Faculty and staff training is conducted quarterly and the assigned ICS team participates in multi-hazard crisis training annually. The current revision of the ERP has been uploaded on the school website. Detailed appendices and attachments include the ICS structure and responsibilities, student roster, master schedule, faculty/staff roster, community emergency numbers, map of evacuation routes(s), assembly areas, student release gate, command post(s), facility site plan showing location of utility shut-off points, generators, first aid facilities, generators, exits, etc. as well as statements/documents in use for notifying faculty, students, parents/guardians, and media as well as student accountability forms.

Components of the Comprehensive School Safety Plan

The Safety Plan Committee shall consult with local law enforcement, fire department, and other first responders, when practical (Education code 32281, 32282). In addition, OMI may delegate the responsibility for writing and developing a school safety plan to the school safety planning committee. This committee shall be composed of at least the following members, in compliance with California Education code §32281:

- 1.) The Cadet Service's coordinator or designee
- 2.) One staff person
- 3.) One parent/guardian whose child attends the school
- 4.) Other members, if desired.

OMI Safety Planning Team Members and Contributors

- CMSgt (CA) Thomas James, Commandant
- CPT Shawna Lipsey, CACC, Cadet Services and Special Programs
- 2LT Nicolas Paoletti, Operations Officer
- SFC Michael Traver, Operations Officer
- Ismael Robles, Facilities Manager
- Ryan Ton, Commander of Cadets

5.)

The OMI Comprehensive School Safety Plan encompasses all buildings which consist of one main building, eleven portables,

2023-24 School Safety Plan

"C" building and "B" building

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	22	2	20	0
Other	0	0	0	0

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	24	1	12	0
Other	0	0	0	0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	24	4	9	2
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	15	14	3
Mathematics	23	9	13	1
Science	26	4	12	1
Social Science	25	8	11	4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	26	11	
Mathematics	21	12	9	
Science	21	11	10	
Social Science	20	11	9	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	33	5	1
Mathematics	19	15	7	0
Science	23	6	9	0
Social Science	23	6	8	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	2.0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	2
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21,091.59	\$7,946.99	\$13,144.59	\$76,605.00
District	N/A	N/A	\$10,320	\$70,572
Percent Difference - School Site and District	N/A	N/A	24.1	9.9
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	66.4	-20.5

Fiscal Year 2022-23 Types of Services Funded

We are a comprehensive high school and feeder middle school that provides college preparatory academic programming to fulfill the breadth of UC A-G course offerings necessary to achieve UC/CSU and private school eligibility. The course offerings include a full military science career technical education pathway, lab sciences, social sciences, literature and composition, art, music, world language, broadcasting, journalism and an array of college level courses that include communications, sociology, business, psychology, music theory and Spanish. Additionally, we support a limited number of high school sports teams for both male and female athletes, mental health and wellness services, college and career planning, dual and concurrent college enrollment opportunities, restorative justice and community service and leadership programs for all students.

Our school-wide focus is for every graduate will be college and career ready through the mastery of common core standards and exposure to college level courses through our dual enrollment program in partnership with the Peralta Community College System.

Our instructional model is anchored in direct interactive instruction a research based delivery method that meets students where they are and ensures achievement across the curriculum. We have a literacy program to develop our students' reading levels to meet the 1300 lexile and beyond goal for them prior to graduation.

OMI develops LEADERSHIP and promotes a sense of pride and community, as it requires cadets to wear a proper complete uniform each school day. All cadets participate as members of the California Cadet Corps, and are assigned to units within a military chain of command (squads, platoons, companies, and battalions within the Corps of OMI Cadets). Cadets assume increased responsibility through various positions of leadership during their tenure at OMI. Each academic classroom uses military protocols and cadet leadership structures to promote good order and discipline. Cadets also learn and practice military customs and courtesies, and achieve promotions and awards for their accomplishments. The military dimension of the school promotes patriotic spirit and respect for the democratic ideals of our society.

Cadets learn what is expected of them at the Summer Entrance Camp prior to their enrollment at OMI, a camp which thoroughly introduces new cadets to the CITIZENSHIP expectations of the school. The disciplinary system, patterned after the military model, is fair and predictable. All cadets share a common set of duties they are expected to fulfill, as well as a code of honor requiring absolute integrity. Cadets who do not meet our expectations for conduct, integrity, and/or who do not fulfill their duties forfeit their opportunity to remain enrolled as a cadet at OMI.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,515.00	\$55,550
Mid-Range Teacher Salary	\$85,571.00	\$80,703
Highest Teacher Salary	\$80,611.00	\$109,418
Average Principal Salary (Elementary)	\$117,779	\$137,703
Average Principal Salary (Middle)	\$123,453	\$143,760
Average Principal Salary (High)	\$165,859	\$159,021
Superintendent Salary	\$225,000.00	\$319,443
Percent of Budget for Teacher Salaries	22%	30.35%
Percent of Budget for Administrative Salaries	3%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Teachers are engaged in Professional Development twice per month for 1.5 hours per session, plus additional Department based trainings 1-2 times per month along with 6 full professional development days throughout the year and 4 minimum days reserved for inservice topics. Middle School staff also have a common 7th period prep to collaborate on lessons and receive instructional coaching feedback and support. OMI provides a range of professional development sessions which coincide with our LCAP goals and school's mission. In addition, OMI provides personal 1-1 coaching opportunities for our teachers in a teacher induction program, all teachers new to OMI and any teacher that requests assistance. OMI provides training for

Professional Development

teachers on newly adopted curriculum and this year's focus was on ELA and Math. Therefore, we hired an additional math and ELA coach to support the deep implementation of the curriculum, the development of instructional calendars and to model the latest high leverage teaching methodologies. All OMI staff received intensive training on the JSWP writing program, Core vocabulary strategies and our ELA and Math teachers received training on SAVVAS materials, SuccessMaker and Read 180. OMI is also committed to teacher collaboration and grade level team coordination aimed at identifying students in need of additional supports. To this end, OMI has adopted the BARR program and interdisciplinary staff meet weekly in grade level Academic Support Groups {ASG's} to monitor student achievement data in areas such as grades, attendance, discipline events, assessments, mental health diagnostics, parent conferences and student positive behavior intervention systems {PBIS}.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Coversheet

Fiscal Year 2022-2023 Audit Report

Section: VI. Information/Discussion Items
Item: E. Fiscal Year 2022-2023 Audit Report
Purpose:
Submitted by: Kyle Holtz
Related Material: Oakland Military Institute Audit Report- Final 12.11.2023.pdf

BACKGROUND:

Education Code Section 41020 requires each local educational agency (LEA) to contract for an audit of their books and accounts, including an audit of income and expenditures by source of funds annually.

OMI's current auditor is CWDL Audit Firm (LLP). The audit shall be performed by a certified public accountant or a public accountant who is licensed by the California Board of Accountancy and included in the directory of certified public accountants and public accountants deemed by the state controller as qualified to conduct audits of LEAs. The controller publishes an updated list no later than December 31 of each year.

Government Code section 12410.6. (b) indicates that commencing with the 2013-14 fiscal year, a local agency shall not employ a public accounting firm to provide audit services to a local agency if the lead audit partner or coordinating audit partner having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local agency for six consecutive fiscal years.

Education Code Section 47605 (m), as well as OMI's charter petition, requires each charter school to submit a copy of its annual audit no later than December 15 with the following:

- Oakland Unified School District-the charter authorizing agency
- Alameda County Office of Education-the county superintendent of schools of the county in which the LEA is located.
- The California Department of Education (CDE).
- The State Controller's Office (SCO).

RECOMMENDATION:

The OMI Staff recommends the Board of Directors approve the attached 2022-23 Independent Financial Audit Report.



See what's possible.

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

FINANCIAL STATEMENTS

JUNE 30, 2023

858-565-2700
www.cwdl.com

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FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Oakland Military Institute College Preparatory Academy
Oakland, California

Report on Audit of Financial Statements

Opinion

We have audited the accompanying financial statements of Oakland Military Institute College Preparatory Academy (the "Academy"), as of and for the year ended June 30, 2023, and the related notes to financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Oakland Military Institute College Preparatory Academy as of June 30, 2023, and the changes to its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Oakland Military Institute College Preparatory Academy and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for one year beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements. In performing an audit in accordance with generally accepted auditing standards:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for a reasonable period.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements of Oakland Military Institute College Preparatory Academy taken as a whole. The supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 11, 2023, on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control over financial reporting and compliance.

Emphasis of Matter - Adoption of New Accounting Standard

As discussed in Note 1 to the financial statements, the Academy has adopted the provisions of Financial Accounting Standards Board (FASB) Accounting Standard Update (ASU) 2016-02, Leases (Topic 842) for the year ended June 30, 2023. Accordingly, the Academy, as a lessee, has recognized a lease asset representing its right to use the underlying asset for the lease term and a lease liability for the payments to be made to lessor for all operating and finance leases greater than 12 months. Our opinions are not modified with respect to this matter.

CWDL, Certified Public Accountants

San Diego, California
December 11, 2023

FINANCIAL SECTION

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2023

ASSETS

Current assets:

Cash and cash equivalents	\$ 4,465,458
Accounts receivable	1,327,046
Prepaid expenses	47,216
Total current assets	5,839,720

Non-current assets:

Capital assets, net	9,693,817
Operating lease right-of-use asset	1,078,890
Total non-current assets	10,772,707

Total Assets	\$ 16,612,427
---------------------	----------------------

LIABILITIES AND NET ASSETS

Current liabilities:

Accounts payable	\$ 504,093
Deferred revenues	1,740,890
Notes payable, current portion	56,542
Current portion of operating lease liability	141,924
Total current liabilities	2,443,449

Long-term liabilities:

Operating lease liability, less current portion	936,966
Notes payable	1,154,151
Total long-term liabilities	2,091,117
Total liabilities	4,534,566

Net assets:

Without Donor Restriction	12,077,861
Total net assets	12,077,861
Total Liabilities and Net Assets	\$ 16,612,427

The accompanying notes to financial statements are an integral part of these statements.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2023**

	Without Donor Restriction
SUPPORT AND REVENUES	
Federal and state support revenues:	
Local control funding formula, state aid	\$ 4,632,293
Federal revenues	2,152,600
Other state revenues	2,097,079
Total federal and state support and revenues	<u>8,881,972</u>
Local support and revenues	
Payments in lieu of property taxes	1,411,078
Other local revenues	682,952
Total local support and revenues	<u>2,094,030</u>
Total Support and Revenues	<u>10,976,002</u>
 EXPENSES	
Program services	8,760,224
Management and general	1,286,071
Total Expenses	<u>10,046,295</u>
 CHANGE IN NET ASSETS	929,707
 Net Assets, Beginning	11,148,154
Net Assets, Ending	<u>\$ 12,077,861</u>

The accompanying notes to financial statements are an integral part of these statements.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2023**

EXPENSES	Program Services	Management and General	Total
Personnel expenses:			
Salaries and wages	\$ 3,537,350	\$ 397,369	\$ 3,934,719
Pension expense	638,703	107,496	746,199
Payroll taxes	189,907	13,555	203,462
Other employee benefits	474,192	10,787	484,979
Total personnel expenses	4,840,152	529,207	5,369,359
Non-personnel expenses:			
Legal expenses	-	32,689	32,689
Accounting expenses	-	32,871	32,871
Instructional materials	533,127	-	533,127
Other fees for services	1,406,691	363,514	1,770,205
Office expense	-	112,161	112,161
Occupancy expense	273,246	-	273,246
Travel expense	7,722	13,288	21,010
Interest expense	-	25,323	25,323
Depreciation	428,531	-	428,531
Amortization	82,816	-	82,816
Insurance expense	-	125,332	125,332
Other expenses	1,187,939	51,686	1,239,625
Total non-personnel expenses	3,920,072	756,864	4,676,936
Total Expenses	\$ 8,760,224	\$ 1,286,071	\$ 10,046,295

The accompanying notes to financial statements are an integral part of these statements.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2023**

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	\$ 929,707
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	428,531
Amortization	82,816
(Increase) decrease in operating assets	
Accounts receivable	169,469
Prepaid expenses	(45,216)
Increase (decrease) in operating liabilities	
Accounts payable	(71,781)
Deferred revenue	440,638
Operating lease right-of-use assets and liabilities	(82,816)
Net cash provided by operating activities	<u>1,851,348</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Purchase of capital assets	(217,095)
Net cash used in investing activities	<u>(217,095)</u>
CASH FLOWS FROM FINANCING ACTIVITIES	
Principal payments on debt	(55,433)
Net cash used in financing activities	<u>(55,433)</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	1,578,820
Cash and cash equivalents, Beginning	<u>2,886,638</u>
Cash and cash equivalents, Ending	<u>\$ 4,465,458</u>
SUPPLEMENTAL DISCLOSURE OF NONCASH FINANCING ACTIVITIES	
Cash paid for interest	\$ 75,043

The accompanying notes to financial statements are an integral part of these statements.

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY NOTES TO FINANCIAL STATEMENTS JUNE 30, 2023

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

Reporting Entity

Oakland Military Institute College Preparatory Academy (the "Academy"), was incorporated in the state of California in 2000 as a nonprofit public benefit corporation that is organized under the Nonprofit Public Benefit Corporation Law exclusively for charitable and educational purposes within the meaning of 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United States internal revenue law. The Academy's mission is to provide a structured, rigorous academic program where students are developed as leaders, scholars and critical thinker citizens. Through a military framework, the Academy inspires honor and pride within its students and cultivates life-long respect, confidence, and appreciation for others. The Academy provides instruction to Grades 6-12 students.

Basis of Accounting

The Charter's policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board (FASB).

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the Academy's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Cash and Cash Equivalents

The Academy defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY NOTES TO FINANCIAL STATEMENTS JUNE 30, 2023

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES, continued

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2023. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Right-Of-Use

The Organization has recorded operating lease Right-of-Use (“ROU”) as a result of implementing the FASB issued ASU 2016-02, Leases (Topic 842). ROU assets represent the right to use an underlying asset for the lease term and lease liabilities represent the obligation to make lease payments arising from the lease. Operating lease ROU assets and liabilities are recognized at the lease commencement date and are based on the present value of lease payments over the lease term. As most leases do not provide an implicit rate, a risk-free rate is utilized in lieu of determining an incremental borrowing rate at the commencement date in deciding the present value of lease payments. The operating lease ROU assets also include any lease payments made and exclude lease incentives. Lease expense is recognized on a straight-line basis over the lease term. Lease agreements with lease and non-lease components are generally accounted for separately.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. The useful lives range varies from 3 to 10 years.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the Academy based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES, continued

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the Academy has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2023, the Academy has conditional grants of \$2,636,955 of which \$1,740,889 is recognized as deferred revenue in the statement of financial position.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Academy is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received.

During the year, the Academy received support services from the Military Department without commensurate monetary outlay from the Academy. These support services have been valued at an amount of \$1,707,403 based on expenditure reports information received from the Military Department. Contributed services are valued and are reported at the estimated fair value in the financial statements based on current rates for similar legal services. and have been included in the accompanying financial statements.

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES, continued

Income Taxes

The Academy is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 50(C)3 and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. The Academy is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The Academy files an exempt Academy return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Adoption of Recent Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, Leases (Topic 842). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. The ASU is effective for the Academy for the year ended June 30, 2023 and has adopted the guidance accordingly. The restatement of the financial statements for all prior periods presented was not practicable and the cumulative effect of applying this Statement retroactively was not calculated to warrant a restatement of beginning net position.

NOTE 2 – LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and grants receivable for the total amount of \$5,731,983.

As part of the Academy's liquidity management plan, they invest cash in excess of daily requirements in short-term investments, certificate of deposits, and money market funds.

NOTE 3 – CONCENTRATION OF CREDIT RISK

The Academy maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The Academy has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 4 – CAPITAL ASSETS

Capital assets in the accompanying financial statements is presented net of accumulated depreciation. The Academy capitalizes all expenditures for land, buildings, and equipment in excess of \$1,000. Depreciation expense was \$428,531 for the year ended June 30, 2023.

The components of property, plant, and equipment as of June 30, 2023 are as follows:

	Balance				Balance
	July 1, 2022	Additions	Deductions	#####	
Capital assets being depreciated					
Land improvements	\$ 13,540,883	\$ -	\$ -	\$ -	\$ 13,540,883
Furniture and equipment	1,519,195	33,088	-	-	1,552,283
Buildings	399,091	184,007	-	-	583,098
Total Capital Assets Being Depreciated	15,459,169	217,095	-	-	15,676,264
Less: Accumulated Depreciation	(5,553,916)	(428,531)	-	-	(5,982,447)
Capital Assets, net	\$ 9,905,253	\$ (211,436)	\$ -	\$ -	\$ 9,693,817

NOTE 5 – OPERATING LEASES

The Academy leases certain real property and equipment for the operation of charter schools with various terms under long-term, non-cancelable operating lease agreements. The leases expire at various dates through the year 2033 and provide renewal options. The Academy included in the determination of the right-of-use assets and lease liabilities any renewal options when the options are reasonably certain to be exercised. The agreements generally require the Academy to pay insurance and repairs.

The Academy elected the option to use the risk-free rate determined using a period comparable to the lease terms as the discount rate.

The Academy has elected the short-term lease exemption for all leases with a term of twelve (12) months or less for both existing and ongoing operating leases to not recognize the asset and liability for these leases. Lease payments for short-term leases are recognized on straight-line basis. The Academy has real property short term lease agreements for the year ended June 30, 2023.

The Academy elected the practical expedient to not separate lease and non-lease components for real estate leases.

The total operating lease cost for the year ended June 30, 2023 is \$25,323. The supplemental cash flow information for the year ended June 30, 2023 is as follows:

Operating cash flows from operating leases	\$ 25,323
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OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 5 – OPERATING LEASES, continued

The following summarizes the weighted-average remaining lease term and weighted-average discount rate:

Weighted-average remaining lease term:	
Operating leases	7 years
Weighted-average discount rate:	
Operating leases	5%

The future minimum lease payments under non-cancelable operating leases with terms greater than one year are listed below as of June 30, 2023.

Year Ending June 30,	Operating lease
2024	\$ 141,924
2025	141,924
2026	133,972
2027	129,996
2028	129,996
Thereafter	690,012
Total lease payments	<u>1,367,824</u>
Less interest	<u>(288,934)</u>
Present value of lease liabilities	<u>\$ 1,078,890</u>

The Academy receives no sublease rental revenues nor pays any contingent rentals associated with these leases.

NOTE 6 – EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California.

The risks of participating in these multiemployer defined benefit pension plans are different from single employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Academy chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The Academy has no plans to withdraw from this multiemployer plan.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023**

NOTE 6 – EMPLOYEE RETIREMENT, continued

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Academy contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2023 total STRS plan net assets are \$283 billion, the total actuarial present value of accumulated plan benefits is \$434 billion, contributions from all employers totaled \$8.75 billion, and the plan is 74.4% funded. The Academy did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The Academy is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2023 was 19.1% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The Academy's contributions to CalSTRS for the past three years are as follows:

	Contribution	Percent of Required Contribution
2023	\$ 252,096	100%
2022	\$ 388,569	100%
2021	\$ 285,103	100%

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 6 – EMPLOYEE RETIREMENT, continued

California Public Employees’ Retirement System (CalPERS)

Plan Description

The Academy contributes to the School Employer Pool under the California Public Employees’ Retirement System (CalPERS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by CalPERS. Plan information for PERS is not publicly available. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees’ Retirement Law. According to the most recently available Actuarial Valuation Report for the year ended June 30, 2022 the School Employer Pool total plan assets are \$79.3 billion, the present value of accumulated plan benefits is \$110.5 billion, contributions from all employers totaled \$2.34 billion, and the plan is 78.3% funded. The Academy did not contribute more than 5% of the total contributions to the plan.

Copies of the CalPERS’ annual financial reports may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814 and www.calpers.ca.gov.

Funding Policy

Active plan members are required to contribute 7.0% of their salary. The school is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for year ended June 30, 2023 was 19.1%. The contribution requirements of the plan members are established and may be amended by state statute.

The Academy's contributions to CalPERS for each of the last three years are as follows:

	Percent of Required	
	Contribution	Contribution
2023	\$ 494,103	100%
2022	\$ 474,728	100%
2021	\$ 417,089	100%

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2023

NOTE 7 – NOTES PAYABLE

California School Finance Authority

The Academy received \$1,701,907 in matching funds pursuant a funding agreement between the State Allocation Board and the California School Finance Authority collectively referred to as the State. The Academy applied to the State for financing of its charter school facilities project under the Charter School Facilities Program (CSFP) established pursuant to Article 12 of Chapter 12.5 of Part 10 of the California Education code. The matching loan amount is amortized over 28 years at an interest rate of 2 percent per annum.

Debt service requirements for the loan as of June 30, 2023, are as follows:

Year Ending	Amount
June 30,	
2024	\$ 56,542
2025	57,673
2026	58,826
2027	60,002
2028	61,203
Thereafter	916,447
Total	<u>\$ 1,210,693</u>

NOTE 8 – CONTINGENCIES AND COMMITMENTS

The Academy has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

NOTE 9 – FUNCTIONALIZED EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, and payroll taxes, which are allocated on the basis of estimates of time and effort.

NOTE 10 – SUBSEQUENT EVENTS

The Academy's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 11, 2023, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

SUPPLEMENTARY INFORMATION

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
ACADEMY ORGANIZATIONAL STRUCTURE
JUNE 30, 2023**

The Academy was granted in 2000 by Oakland Unified School District (the District). The District has granted the Academy through June 30, 2024. During 2022-23, the Academy served approximately 456 students in grades 6 to 12. Oakland Military Institute College Preparatory Academy's Charter School number granted by the state is 0349.

The board of directors and the administrator as of the year ended June 30, 2023 were as follows:

GOVERNING BOARD		
Name	Office	Term Expiration
Honorable Edmund Gerald Brown Jr.	Chairman	N/A
Major General David S. Baldwin	Vice Chairman	N/A
Vice Admiral Jody Breckinridge	Facilities Officer	N/A
Joseph Wire	Treasurer	N/A
Brigadier General James L. Gabrielli	Secretary	N/A
David Clisham	Academics Officer	N/A
ADMINISTRATION		

LTC Stanley Echols
Superintendent

See accompanying note to supplementary information.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
 SCHEDULE OF INSTRUCTIONAL TIME
 FOR THE YEAR ENDED JUNE 30, 2023**

Grade Level	Minutes Requirement	2022-23	Number of Days		Status
		Actual Minutes	Traditional Calendar	Multitrack Calendar	
Grade 6	54,000	59,070	180	N/A	Complied
Grade 7	54,000	59,070	180	N/A	Complied
Grade 8	54,000	59,070	180	N/A	Complied
Grade 9	64,800	66,997	180	N/A	Complied
Grade 10	64,800	66,997	180	N/A	Complied
Grade 11	64,800	66,997	180	N/A	Complied
Grade 12	64,800	66,997	180	N/A	Complied

The District participated in Longer Day incentives and is funded at a level for a District that has not met or exceeded its LCFF target funding.

See accompanying note to supplementary information.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE YEAR ENDED JUNE 30, 2023**

	Second Period Report	Annual Report
Classroom-Based ADA:		
Grade 6	47.51	47.21
Grades 7 and 8	109.79	109.35
Grades 9 through 12	262.58	261.49
Total ADA Classroom-Based	419.88	418.05

See accompanying note to supplementary information.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (UNAUDITED ACTUALS) WITH
AUDITED FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2023**

There were no reconciling items to the audited financial statements for the year ended June 30, 2023.

See accompanying note to supplementary information.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2023**

Federal Grantor/Pass-Through Grantor/Program or Cluster	CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF EDUCATION:			
<i>Passed through California Department of Education:</i>			
Every Student Succeeds Act:			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	\$ 78,844
Title II, Part A, supporting effective Instructional Local Grants	84.367	14341	7,592
Title IV, Part A, Student Support and Academic Enrichment Grants	84.365	14346	7,648
Special Education Cluster:			
Special Education - IDEA	84.027	13379	79,863
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):			
Elementary and Secondary School Emergency Relief (ESSER II) Fund	84.425D	15547	399,157
Elementary and Secondary School Emergency Relief (ESSER III) Fund	84.425U	15559	779,749
Elementary and Secondary School Emergency Relief (ESSER III) Fund - Learning Loss	84.425U	10155	327,444
Expanded Learning Opportunities (ELO) Grant ESSER II State Reserve	84.425D	15618	73,129
Expanded Learning Opportunities (ELO) Grant GEER II	84.425C	15619	16,784
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs	84.425U	15620	47,672
Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Learning Loss	84.425U	15621	82,178
Total U. S. Department of Education			1,900,060
U. S. DEPARTMENT OF AGRICULTURE:			
<i>Passed Through California Department of Education</i>			
Child Nutrition Cluster:			
National School Lunch Program	10.553	13396	193,744
School Breakfast Program	10.553	13525	58,796
Total Child Nutrition Cluster			252,540
Total U. S. Department of Agriculture			252,540
Total Federal Expenditures			\$ 2,152,600

See accompanying note to supplementary information.

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**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2023**

NOTE 1 – PURPOSE OF SCHEDULES

Academy Organizational Structure

This schedule provides information about the Academy's authorizing agency, grades served, members of the governing body, and members of the administration.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Academy and whether the Academy complied with the provisions of California Education Code.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of Academy. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Reconciliation of Annual Financial and Budget Report (Unaudited Actuals) with audited financial statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the Academy under programs of the federal governmental for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the Academy, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Academy.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Indirect Cost Rate

The Academy has elected to use a rate other than the 10% de minimus indirect cost rate allowed under Uniform Guidance.

OTHER INDEPENDENT AUDITORS' REPORTS



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board Directors
Oakland Military Institute College Preparatory Academy
Oakland, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Oakland Military Institute College Preparatory Academy (the "Academy") as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements and have issued our report thereon dated December 11, 2023.

Report on Internal Controls Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



San Diego, California
December 11, 2023



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; AND
REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Governing Board
Oakland Military Institute College Preparatory Academy
Oakland, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Oakland Military Institute College Preparatory Academy's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Oakland Military Institute College Preparatory Academy's major federal programs for the year ended June 30, 2023. Oakland Military Institute College Preparatory Academy's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Oakland Military Institute College Preparatory Academy's complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Oakland Military Institute College Preparatory Academy and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Oakland Military Institute College Preparatory Academy's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Oakland Military Institute College Preparatory Academy's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Oakland Military Institute College Preparatory Academy's compliance based on our audit.

Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate it would influence the judgment made by a reasonable user of the report on compliance about Oakland Military Institute College Preparatory Academy's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Oakland Military Institute College Preparatory Academy's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Oakland Military Institute College Preparatory Academy's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Oakland Military Institute College Preparatory Academy's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CWDL, Certified Public Accountants

San Diego, California
December 11, 2023



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Oakland Military Institute College Preparatory Academy
Oakland, California

Opinion on State Compliance

We have audited Oakland Military Institute College Preparatory Academy's compliance with the types of compliance requirements described in the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, California Code of Regulations, section 19810, that could have a direct and material effect on each of Oakland Military Institute College Preparatory Academy's state programs for the fiscal year ended June 30, 2023, as identified below.

In our opinion, Oakland Military Institute College Preparatory Academy's complied, in all material respects, with the types of compliance requirements referred to above that are applicable to the state programs noted in the table below for the year ended June 30, 2023.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's state programs.

Auditors' Responsibility

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the Organization's compliance with the state laws and regulations applicable to the following items:

DESCRIPTION	PROCEDURES PERFORMED
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS:	
T. California Clean Energy Jobs Act	No
U. After/Before School Education and Safety Program:	Yes
V. Proper Expenditure of Education Protection Account Funds	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts	Yes
X. Local Control and Accountability Plan	Yes
Y. Independent Study-Coursed Based	Not applicable
Z. Immunizations	Yes
AZ. Educator Effectiveness	Yes
BZ. Expanded Learning Opportunities Grant (ELO-G)	Yes
CZ. Career Technical Education Incentive Grant	Not applicable
EZ. Transitional Kindergarten	Yes

CHARTER SCHOOLS:

AA. Attendance	Yes
BB. Mode of Instruction	Yes
CC. Nonclassroom-Based Instruction/Independent Study	Not applicable
DD. Determination of Funding for Nonclassroom-Based Instruction	Not applicable
EE. Annual Instructional Minutes - Classroom Based	Yes
FF. Charter School Facility Grant Program	Yes

The term not applicable above is used to mean the Charter School did not offer the program during the fiscal year or did not receive any funding for the program.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance. Our consideration of internal control over compliance was for the limited purpose described in the Auditor’s Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CWDL, Certified Public Accountants

San Diego, California
December 11, 2023

FINDINGS AND QUESTIONED COSTS SECTION

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2023**

FINANCIAL STATEMENTS

Type of auditors' report issued:	<u>Unmodified</u>
Is a going concern emphasis-of-matter paragraph included in the auditors report?	<u>No</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Non-compliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major program:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance 2 CFR 200.516(a)?	<u>No</u>
Identification of major programs:	

<u>CFDA Number(s)</u>	<u>Name of Federal Program of Cluster</u>
<u>84.425C, 84.425D, 84.425U</u>	<u>COVID-19 Funds</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>
The Charter did not expend more than \$750,00 in federal awards; therefore a Federal Single Audit under Uniform Grant Guidance is not applicable.	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified?	<u>None Reported</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2023**

<u>FIVE DIGIT CODE</u>	<u>AB3627 FINDING TYPES</u>
20000	Inventory of Equipment
30000	Internal Control

There were no findings related to the financial statements for 2022-23.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023**

FIVE DIGIT CODE	AB3627 FINDING TYPES
50000	Federal Compliance

There were no federal award findings or questioned costs for 2022-23.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
STATE AWARD FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023**

FIVE DIGIT CODE	AB3627 FINDING TYPES
10000	Attendance
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship: Related and Supplemental Instruction
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Missassignments
72000	School Accountability Report Card

There were no state award findings or questioned costs for 2022-23.

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2023

2022-001 ADA Reporting 10000

Criteria: Pursuant to the provisions of Education Code Section 19850, the Second Principal (P2) and Annual reports of attendance submitted to the California Department of Education should be supported by written contemporaneous records that document all pupil attendance included in the charter school's Average Daily Attendance (ADA) calculations.

Condition: During our testing on ADA, we calculated that the ADA reported on the P-2 Report and Annual ADA report that were underreported in error.

Effect: The Academy under-reported ADA by 3.99 for the P-2 and 3.15 for the Annual ADA Report.

Questioned Costs: None.

Current Status: Implemented in 2022-23.

2022-001 ADA Reporting 10000

Cause: It appears that the Academy's ADA reports were not correctly reported for ADA based on the supporting ADA schedules.

Recommendation: We recommend that the Academy implement procedures to accurately report ADA in its ADA Reports.

Management's Response: The Academy has implemented procedures to accurately report ADA.

Current Status: Implemented in 2022-23.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2023**

2022-002 Immunizations 40000

Criteria: Each pupil must have two varicella vaccine doses and one Tdap dose as required by Title 17, California Code of Regulations Section 6025 prior to admission into 7th or 8th Grade or has a current medical exemption from varicella or Tdap on file.

Condition: During our testing, we noted the one student did not have verification of Tdap on file. Total sample size was sixteen students.

Effect: The disallowed ADA for the student was .88 ADA.

Questioned Costs: \$9,637.

Cause: Non-compliance appears to have been a result of an oversight error.

Recommendation: We recommend that the Academy implement procedures to review all student files for necessary enrollment documentation.

Management's Response: The Academy has implemented procedures to periodically audit student enrollment records.

Current Status: Implemented in 2022-23.

Coversheet

Approve the Comprehensive School Safety Plan

Section: VII. Action Items
Item: A. Approve the Comprehensive School Safety Plan
Purpose:
Submitted by: Thomas James
Related Material: OMI Comprehensive Safety Plan 2024-25.pdf

BACKGROUND:

OMI's SY 24-25 Comprehensive Safety Plan is ready for review before submission to OUSD. Additions to this year's version include revised shooter/stabber response as well as, initial chemical hazards management for laboratory classrooms and cleaning applications.

RECOMMENDATION:

OMI Staff recommend the Board review and approve the Comprehensive School Safety Plan.



Oakland Military Institute

2024-2025 Comprehensive School Safety Plan

3877 Lusk Street, Oakland, CA 94608

This Comprehensive School Safety Plan was developed collaboratively with all Oakland Military Institute (OMI) administrative Staff and adopted by the Oakland Military Institute Board for the 2024-2025 School Year.

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Comprehensive Safety Plan Purpose & Compliance

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 6 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

January 1, 2019, Assembly Bill 1747, School Safety Plans, became law.

Comprehensive School Safety Plans must include the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies including hate crime reporting procedures
- School wide dress code policies
- Procedures for safe ingress and egress of pupils, parents, and school employees
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline

OMI recognizes that Cadets and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The OMI School Board (also referred to as "The Board" in this document) is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for Cadet Conduct, responsible behavior, and respect for others.

OMI staff has participated in the development of this comprehensive school safety plan relevant to the needs and resources of that particular academy, as outlined in California Education Code §32281. The plan takes into account the academy's staffing, available resources and buildings design, as well as other factors unique to the site.

The Comprehensive School Safety Plan will be reviewed and updated by March of each

year, in compliance with California Education Code §32286(a).

The Board shall review the comprehensive school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting.

A copy of the comprehensive school safety plan shall be available for review at the Oakland Military Institute website and at the administration office.

OMI Mission and Philosophy

OMI is founded on the belief that for many Cadets, the traditional school and/or classroom is not necessarily the best setting for their education. Teachers and Military staff at OMI, realize that there is a need to continuously reflect, and improve upon our instruction in order to stay relevant to ever-changing Cadet Needs. Our mission statement outlines our main focus and intent for each Cadet that attends OMI.

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 by instilling honor, integrity, and leadership.

The aim of OMI is to establish a different learning environment that cultivates active, real-life learning, high standards and strong support. OMI's philosophy is based on our four pillars. OMI's four (4) pillars are ACADEMICS, LEADERSHIP, CITIZENSHIP, and COLLEGE READINESS. Using a military framework, the goal of OMI is to graduate cadets who are capable of meeting the admissions requirements for any college in the nation and who are prepared for their roles as future leaders.

Components of the Comprehensive School Safety Plan

The Safety Plan Committee shall consult with local law enforcement, fire department, and other first responders, when practical (Education code 32281, 32282). In addition, OMI may delegate the responsibility for writing and developing a school safety plan to the school safety planning committee. This committee shall be composed of at least the following members, in compliance with California Education code §32281:

- 1.) The Cadet Service's coordinator or designee
- 2.) One staff person
- 3.) One parent/guardian whose child attends the school
- 4.) Other members, if desired.

OMI Safety Planning Team Members and Contributors

- CMSgt (CA) Thomas James, Commandant
- CPT Shawna Lipsey, CACC, Cadet Services and Special Programs
- 2LT Nicolas Paoletti, Chief of Operations
- Ismael Robles, Facilities Manager
- C/CPT Ryan Ton, Commander of Cadets

The OMI Comprehensive School Safety Plan encompasses all buildings which consist of one main building, eleven portables, "C" building and "B" building.

Assessment of School Safety

An assessment of School Safety among OMI was conducted and included a review of the following: office referrals and suspensions, Cadet and staff survey data from the 2023 California Healthy Kids Middle School, High School, Staff and Parent survey administered in the fall of 2023, and rates of disciplinary actions and truancy. Additional input from Academy Coordinators was received as part of the process to develop this safety plan.

Some of the key safety concerns raised during the assessment of school safety include:

- Improved strategies for supporting Cadets with internalizing behaviors
- Staff, Cadet and parent surveys demonstrated the need to have clearer disciplinary procedures and appropriate consequences and consistency.

Campus Safety Strategies and Programs

OMI recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure Cadet safety and the prevention of Cadet injury. The Commandant or designee shall implement appropriate practices to minimize the risk of harm to Cadets, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse and Neglect Reporting Procedures

Reference: Penal Code 11166

The Board recognizes that child abuse and neglect has severe consequences and that OMI has a responsibility to protect Cadets by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent and Commandant or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees are mandated reporters, as defined by law and OMI regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Training shall be provided annually regarding the reporting duties as mandated reporters.

A mandated reporter shall make a report using the procedures provided below and outlined in the OMI employee handbook, whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

The reporting duties of mandated reporters are individual and cannot be delegated to another person (Penal Code 11166). Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect (Penal Code 11165.7). Training shall also include guidance in the appropriate discipline of Cadets, physical contact with Cadets, and maintenance of ethical relationships with Cadets to avoid actions that may be misinterpreted as child abuse.

When reporting a witnessed or suspected case of child abuse, the following steps shall be taken by the appropriate personnel:

Step 1-- Initial Telephone Report: Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to sheriff's department or the county welfare department (also known as Child Protective Services) (Penal Code 1165.9, 11166). When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. **When Mandated Reporter makes verbal report to the Alameda County Child Abuse Hotline (510) 780-8620.**

Step 2-- Written Report: Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then complete the Department of Justice Form SS 8572 (Penal Code 11166, 11168), and fax the form to (510) 259-1800.

The mandated reporter shall make a report even if some of the information is not known or is uncertain to him/her (Penal Code 11167). The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05 (Penal Code 11167).

Step 3--Internal Reporting: The mandated reporter shall not be required to disclose his/her identity to the Academy Coordinator, Cadet Services Coordinator, Commandant, Board Member, or any other designee (Penal Code 11166). However, employees reporting child abuse or neglect to an appropriate agency are encouraged to notify the Academy Coordinator as soon as possible after the initial telephone report to the appropriate agency.

Reporting the information to an employer, supervisor, coordinator, school counselor, co-worker, director or other person shall not be a substitute for making a mandated report to the appropriate agency (Penal Code 11166).

(B) Emergency Preparedness and Crisis Response Plan

The OMI Board of Directors recognizes that all staff and Cadets must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Commandant or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the OMI comprehensive school safety plan. Disaster preparedness exercises shall be held regularly at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All Cadets and OMI Staff shall receive instruction regarding emergency plans.

In developing OMI emergency response plans, the Commandant or designee shall collaborate with city and county first responders, including local public health administrators. The Commandant or designee shall use approved Standardized Emergency Management System (SEMS) and the National Incident Management System guidelines, as well as the National Incident Command System (ICS) and information from ALICE Training Institute when updating the OMI emergency and disaster preparedness plans.

The OMI Emergency Response Plans are provided to school personnel as references and are not included as part of this public document, and accomplishes the following:

- Incorporates strategies of SEMS, NIMS, ICS, and ALICE Training Institute; and
- Provides emergency contact information for staff; and
- Describes the OMI emergency protocols; and
- Describes detailed steps to be taken by all personnel and Cadets for a safe and effective response to emergencies and provides specific evacuation procedures for OMI and developed with considerations for Cadets with physical disabilities.

(i) Earthquake and Multi-hazard Emergency Response Procedure System

OMI has defined emergency response procedures for earthquakes and other hazards in the Crisis Response Plans described in the appendices of this plan. OMI follows the recommended “drop, cover, and hold on” procedures for earthquake response. The plans also align with standards established by NIMS and SEMS. Additional details on the implementation of these plans, including roles and responsibilities for school personnel, are included as part of the Emergency Response Plan.

(ii) Use of School Buildings for Emergency Shelters

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community’s needs. OMI Staff are considered disaster service workers and are subject to disaster service activities assigned to them (Government Code 3100).

(iii) (PART 12): Charter School Safety Procedures—Tactical Responses to Criminal Incidents [EC 47605(6)(F)(ii)] SHOOTING/STABBINGS

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING:

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place, and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE FOUNDATION OFFICE:

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- Call 911. Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the 911 dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post and appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- All stations switch to the Security channel.
- Notify appropriate individuals, i.e. Administrators, Policy Group, and Youth and Communities Program Task Force by way of a Serious Incident Report (SIR).
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means. If using Handheld Radios, make every attempt to use an individual's initials or classroom number to identify personnel.
- Attempt to determine where the shooter/stabber is on campus.
- Attempt to determine the type of weapon (ie, semi-auto rifle, semi-auto pistol, long blade) has been found or secured but always presume the threat has other weapons.
- Attempt to determine if the shooter/stabber has been identified.
- If identified, attempt to determine if the shooter/stabber has a relationship with anyone on staff or attending OMI.
- Assign a liaison (preferably an administrator and facility manager) to interface with law enforcement and fire department.

(iii) (PART 12): Charter School Safety Procedures—Tactical Responses to Criminal Incidents [EC 47605(6)(F)(ii)] SHOOTING/STABBINGS

- Liaison(s) can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in a secure room for law enforcement questioning. DO NOT allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Assess the number of injuries, severity of those injuries and where victims may be on campus.
- Develop plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Superintendent & CEO. Can a message be placed on the website?
- Provide a liaison representative for family members for any injured staff members.
- Provide a Crisis Response Team to provide counseling and to help deal with any psychological factors.
- Seek Crisis Response and Behavior Health assistance from Youth and Community Program Task Force.

IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise your head.
- Listen for directions from law enforcement.
- Provide your name to the work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
 - ✓ Is the suspect still on site and do you know the current location?
 - ✓ Where was the specific location of occurrence?
 - ✓ Are there wounded staff members? How many?
 - ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, etc.).
 - ✓ Describe sound and number of shots fired.

SCENE OF INCIDENT

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning. Law enforcement responding to the incident will coordinate activities at the scene of the incident and finished, release the area to school officials when finished

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The OMI Board of Directors desires to provide Cadets access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development.

To correct the behavior of Cadets who are subject to discipline, the Commandant or designee, to the extent allowed by law, shall use alternative disciplinary strategies.

Alternatives to suspension or expulsion may also be used with Cadets who are truant, tardy, or otherwise absent from assigned school activities.

Except for single acts of a grave nature or offenses for which suspension, dismissal or expulsion is required by law, suspension, dismissal or expulsion shall be used when there is an imminent safety threat, when other means of correction have failed to bring about proper conduct, or the Cadet's presence causes a continuing danger to himself/herself or others.

The grounds for suspension, dismissal and expulsion and the procedures for considering, recommending, and/or implementing suspension, dismissal and expulsion shall be those specified in law and the Cadet Parent Handbook. Staff shall enforce the rules concerning suspension dismissal and expulsion of Cadets fairly, consistently, and in accordance with OMI's nondiscrimination policies. These procedures, and additional details relating to suspension, dismissal and expulsion processes, can be found in Cadet and Parent Handbook, Staff Handbook, and Discipline Guidelines.

(D) Procedures to Notify Teachers of Dangerous Pupils

The OMI Board desires to provide a safe and orderly work environment for all employees. As part of OMI's Comprehensive Safety Plan, the commandant or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Commandant or designee immediately. The Commandant or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Commandant or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on OMI premises.

The Commandant or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and Cadets. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

The Commandant or designee also shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by Cadets who may pose a danger in the classroom.

(E) Discrimination and Harassment Policies

The OMI Board is committed to equal opportunity for all individuals in education. All OMI programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; 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. The Board shall promote programs which ensure that discriminatory practices are eliminated in all academy-wide activities.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are two that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment:

The Board prohibits, at any academy or academy activity, unlawful discrimination, harassment, intimidation, and bullying of any Cadet based on the Cadet's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; 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. California law prohibits gender-based discrimination in public schools including gender identity and gender expression.

Cadets who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

The Cadet Services coordinator is designated "Coordinator for Nondiscrimination" and handles complaints regarding discrimination, harassment, intimidation, or bullying, and answers inquiries regarding OMI's nondiscrimination policies:

The OMI Board of Directors is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of Cadets at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in the OMI complaint processes.

The Commandant or designee shall ensure that all Cadets receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence;
2. A clear message that Cadets do not have to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained;

4. Information about OMI's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made;

5. Information about the rights of Cadets and parents/guardians to file a criminal complaint, as applicable.

Any Cadet who engages in sexual harassment or sexual violence at school or at a school sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For Cadets in grades 6-12, disciplinary action may include suspension, dismissal or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(i) Hate Motivated Behavior/Hate Crime Reporting Procedures and Policies

*Additional code reference: Penal Code 628*In order to create a safe learning environment for all Cadets, the Board desires to protect the right of every Cadet to be free from hate-motivated behavior and will promote harmonious relationships among Cadets so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. OMI prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

OMI shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Commandant or designee shall ensure that staff receive training on recognizing hate motivated behavior and on strategies to help respond appropriately to such behavior. Any Cadet who believes he/she is a victim of hate-motivated behavior shall immediately contact the Academy Service Coordinator. Upon receiving such a complaint, the Coordinator shall immediately investigate the complaint with support from the Cadet Services Coordinator in accordance with school level complaint process/grievance procedures. A Cadet who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, Board policy, and OMI Code of Conduct.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Academy Service Coordinator.

As necessary, OMI shall provide counseling, guidance, and support to Cadets who are victims of hate-motivated behavior and to Cadets who exhibit such behavior.

(F) School-wide Dress Code

As described in the Cadet and Parent Handbook, Cadet must wear the uniform in accordance with the California Cadet Corps standard as described in the Cadet and Parent Handbook.

Cadets and parents/guardians shall be informed about the dress code and grooming standards at the beginning of the school year and whenever these standards are revised. A Cadet who violates these standards shall be subject to having appropriate administrative action, including detention and having a change of clothes/shoes brought

to school.

For campus-specific dress code policies, please refer to the Board approved Cadet and Parent/Guardian handbook.

(G) Procedure for Safe Ingress and Egress to and from School

OMI has established procedures to ensure the safe ingress and egress of Cadets, parents, and school employees to and from school. Cadets are accountable for conduct not only on campus but also on their way to and from school. Cadets are prohibited from the possession of weapons, imitation firearms or dangerous instruments of any kind on campus or school related activities including times where Cadets are on their way to or from school.

Each academy will also identify emergency evacuation routes identifying locations where Cadets may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in appendices.

In addition to the safety measures defined above, Cadet Safety will also be ensured through the control of the ingress and egress of campus visitors as defined in Cadet and Parent Handbook.

To ensure the safety of Cadets and staff and minimize disruption to the instructional program, any person who is not a Cadet or staff member shall register immediately upon entering the school building or grounds when school is in session.

A visible means of identification will be provided for all individuals who are not Cadets or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and Chief Academic Officer (CAO) permission.

(H) A Safe and Orderly School Environment Conducive to Learning

The enforcement of the OMI's Cadet Handbook guidelines, combined with the safety guidelines presented in OMI's Safety Plan, establish expectations of Cadet Conduct, processes of discipline, and safety procedures to ensure a safe and orderly school environment conducive to learning.

(I) School Discipline Rules and Consequences

The OMI School Code of Conduct identifies standards for Cadet Conduct:

The Board believes all Cadets have the right to be educated in a positive learning environment free from disruptions. Cadets shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using school transportation.

Weapons are prohibited by any person other than authorized law enforcement or security personnel. Imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school will result in Cadet referral to campus administration at the minimum and may lead to suspension, dismissal or expulsion.

The Commandant or designee shall ensure that standards of conduct and discipline consistent with Board policies. Cadets and parents/guardians shall be notified of academy rules related to conduct. Prohibited Cadet Conduct includes but is not limited to:

1. Conduct that endangers Cadets, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats;
 2. Discrimination, harassment, intimidation, or bullying of Cadets or staff, including sexual harassment, hate-motivated behavior, cyber-bullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption;
 3. Conduct that disrupts the orderly classroom or school environment;
 4. Damage to or theft of property belonging to Cadets, staff, or OMI Campus. OMI shall not be responsible for Cadets' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged;
 5. Obscene acts or use of profane, vulgar, or abusive language;
 6. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;
 7. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27). Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a Cadet shall obtain permission from the principal or designee;
 8. Use of a cellular/digital telephone, or other mobile communications device during instructional time: such devices shall be turned off in class. Any device with camera, video, or voice recording function shall not be used in any manner, which infringes on the privacy rights of any other person.
 9. Plagiarism or dishonesty on school work or tests;
 10. Tardiness or unexcused absence from school;
 11. Failure to remain on school premises in accordance with school rules.
- Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

Cadets who violate OMI's rules and regulations may be subject to discipline including, but not limited to, suspension, disciplinary or cadet honor board Contract, Dismissal,

expulsion, and contact with local law enforcement as appropriate.

Cadets may possess or use personal electronic signaling devices including, but not limited to, cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests. Devices are turned off during class time, and only allowed to be used during nutrition break and lunch break. This includes earbuds, headphones, and all electronic devices that might interrupt class time.

When a Cadet uses any prohibited device, or uses a permitted device in any unethical or illegal activity, or when the use is unauthorized according to the OMI Confiscation and Cell Phone Policy, a school employee may confiscate the device. The employee shall

store the item in a secure manner and returned at the end of school day. Cadets who violate rules and regulations may be subject to discipline including, but not limited to, detention, suspension, dismissal, expulsion, referral to a Cadet Success team (CST) or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Commandant or designee shall notify local law enforcement as appropriate.

Cadets also may be subject to discipline, in accordance with law and OMI or for any off- campus conduct during non-school hours which poses a threat or danger to the safety of Cadets, staff, or OMI property, or substantially disrupts school activities.

OMI Board desires to prepare Cadets for responsible citizenship by fostering self- discipline and personal responsibility. The Board believes that high expectations for Cadet Behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the Cadet's behavior. Continually disruptive Cadets may be placed on a disciplinary contract or be suspended from school in accordance with law, Board policy and OMI's Code of Conduct. At all times, the safety of Cadets and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

(J) Chemical Hygiene

Purpose

OMI is committed to managing chemical safety in an effort to maintain a safe environment for all employees and students. This Chemical Hygiene Plan sets forth operating procedures and work policies designed to control chemical hazards.

Scope

To protect employees and students from health hazards associated with the use of hazardous chemicals. We will accomplish this through the following:

- identifying hazardous chemicals;
- developing an outline of responsibilities in the district;
- developing safe procedures;
- discussing procedures for procurement, distribution, and storage of chemicals;
- implementing a plan for monitoring safety equipment and storage areas;
- developing a written plan to address accidents involving chemicals;
- establishing a chemical hazard training program; and
- developing a chemical waste disposal program.

This plan will be located in the following areas:

- Commandant's Office
- Room B202
- Facility Manager's Office
- OAKMIL.org Webpage

This plan will be reviewed annually by the Chemical Hygiene Officer and updated as necessary.

Chemicals

A school data base for all chemicals will be maintained at each school using the Material Safety Data Sheet (MSDS) safety system.

Responsibilities

In order to properly manage the chemicals in our school, we will establish a Chemical Hygiene Officer (CHO). The CHO will have authority to make needed decisions regarding this plan in order for it to remain effective and relevant.

The Chemical Hygiene Officer selected for OMI is CMSgt (CA) Thomas James.

Chemical Hygiene Officer

Duties will include:

- Being familiar with all aspects of the Chemical Hygiene Plan.
- Being a contact person for distributing information involving chemical safety.
- Being a resource on matters involving the use of chemicals.
- Advising school executives of any chemicals that pose risks to health or safety.
- Maintaining copies of chemical inventories.
- Coordinate pickup and disposal of unwanted chemicals from the schools annually.

Superintendent

The Superintendent of the school is responsible for enforcement of all federal, state, and local health, safety and environmental regulations and policies including the Chemical Hygiene Plan.

School Chemical Hygiene Officer

The School Chemical Hygiene Officer is selected by the building Principal. Their responsibilities include:

- Providing copies of the Material Safety Data Sheets/Safety Data Sheets (MSDS/SDS) for all chemicals in the building.
- Monitoring chemical handling and storage procedures
- Coordinate with district CHO for disposal of unwanted chemicals.

School District Employees

School district employees are responsible for:

- Participating in training programs provided by the school district.
- Maintaining an awareness of health and safety procedures.
- Awareness of location and use of MSDS/SDS.
- Using and modeling good personal chemical hygiene habits.
- Reporting accidents, injuries, unsafe practices, and unsafe conditions.
- Providing safety training for all students participating in school laboratories.
- Consulting the CHO prior to bringing any chemical on site.

Students

Students should adhere to safety procedures and good chemical hygiene habits. They should report accidents and maintain an awareness of health and safety procedures.

Safe Operating Procedures

A. Safety Practices

- MSDS/SDS will be maintained and readily accessible to all occupants.
- The School Chemical Hygiene Officer will ensure that all chemicals have a MSDS/SDS and proper labeling.
- Appropriate personal protective equipment must be worn to avoid contact with chemicals which may include the use of gloves and aprons. Gloves are chemical specific and must be chosen based on the chemical(s) being used.
- Chemical splash goggles must be worn any time chemicals, glassware or open flame are used in the laboratory. Based on the potential hazard, a faceshield may also be necessary. Goggles or safety glasses must be worn in conjunction with the use of a faceshield.
- Ensuring that each lab is equipped with appropriate ventilation as required by SPS 332.24.
- Use the Chemical Hazards Preparation Form or similar process to evaluate lessons. Update evaluation as necessary.

B. Safety Rules

General Laboratory Rules and Procedures

- The school Principal will be contacted when any accident occurs.
- Emergency telephone numbers shall be posted in the chemical storage area.
- Discard any chipped, etched or cracked glassware.
- Teach everyone how to use the eyewash station and shower.
- An accident report shall be completed by the end of the work day when an accident has occurred.
- Fire extinguishers are accessible and the appropriate type.
- Employees and students shall be knowledgeable of primary and secondary evacuation routes.
- Drinking from lab glassware or other lab vessels is prohibited.
- Eating, drinking or applying cosmetics is not allowed in the laboratory.
- All unlabeled chemicals are prohibited.
- Know the hazards and precautions before using any chemical.
- Follow proper disposal procedures of all chemicals.

- Provide emergency eye wash and showers in labs where needed. Eye wash and showers shall be tested monthly.
- All exits, emergency equipment, and master utility controls shall remain clear and unobstructed.
- When hazardous airborne contaminants are generated, fume hoods shall be in use. Fume hoods shall be inspected monthly.
- No chemicals shall be stored in the fume hood.

Chemical Procurement, Distribution, Storage Guidelines

- The district will identify all “approved” chemicals allowed to be purchased, stored, and used on school premises. The use of select carcinogens, reproductive toxins and substances that have a high degree of acute toxicity is prohibited.
- Employees shall consult the CHO prior to bringing any chemical on site that is not on the “approved” list.
- All chemicals shall be properly labeled at all times.
- Chemicals shall be segregated and stored with regard to compatibility and hazard classification. Flammable materials shall be stored separately. Specialized storage cabinets may be necessary based on chemical quantity and kind.
- All chemicals shall be kept under lock and key. All laboratories shall be locked when not in use.
- Chemicals shall be checked out and used only by trained and authorized employees.
- An inventory of all chemicals shall be conducted annually and all unwanted chemicals shall be gathered for disposal. Chemical containers shall be inspected during the annual inspection for container integrity and proper labeling.

Record Maintenance

The district will establish and maintain documentation of:

- Any accidents and incidents involving chemicals.
- Comprehensive inventory of hazardous chemicals.
- Monthly inspections of equipment. Annual inspections of storage areas.
- All chemical disposal operations conducted.

Emergency Plans for Spills and/or Accidents

The district will provide a spill kit accessible for each laboratory. This kit might include:

- Neutralizing agents for acid spills.
- Neutralizing agents for alkali spills
- Spill absorbing materials such as sand, kitty litter, or other spill control materials.
- Quantities of cleanup materials shall be sufficient for the largest anticipated spill.

Each school should have a system for prevention, containment, cleanup, and reporting of chemical spills.

Medical Evaluations

All employees who work with hazardous chemicals shall be provided with an opportunity to receive medical attention, including any follow-up examinations which the examining physician determines to be necessary, under the following circumstances:

- Employees who show signs or symptoms associated with a hazardous chemical used in the laboratory.
- Where exposure monitoring reveals an exposure level routinely above the action level or other occupational health limit.
- Whenever a spill, leak, explosion or other occurrence results in the likelihood of a hazardous exposure.
- All medical examinations and consultations must be performed by or under the direct supervision of a licensed physician and be provided at a reasonable time and place and without cost or loss of pay to the employee.

Training Programs

The district will develop and implement chemical training for all employees that includes:

- Awareness and location of written Chemical Hygiene Plan and OSHA's Laboratory Standard, 29 CFR 1910.1450.
- The permissible or recommended exposure limits; the signs/symptoms associated with exposure to the chemicals being utilized; associated physical and health hazards; and methods to detect a hazardous chemical's presence or release.
- Appropriate safety measures, safe work practices and the availability of reference materials on the hazardous chemicals utilized, i.e. MSDS/SDS.
- Training at new employee orientation, new assignments, and annually.

Chemical Waste Disposal

- The district will develop a chemical waste disposal process based on local, state and federal regulations.
- The District Chemical Hygiene Officer shall be responsible for the chemical waste disposal process.
- The chemical waste disposal process shall include:
 - Collection and containment of waste chemicals.
 - Procedures for safe transport.
 - List of contact personnel.
 - Historical data of all disposed chemicals including:
 - ▶ Date of disposal;
 - ▶ Name and quantity of each disposed chemical;
 - ▶ Method of disposal (including name of disposal company, if used).

Procedural Safety

Custodial Closets

Custodial closets must have the following safety items and meet these safety guidelines:

- Material Safety Data Sheets (MSDS) for all chemicals stored in the closet, or written instructions
- or map of the location within the building where the MSDS can be found.
- Safety goggles or glasses
- Rubber gloves
- "Wet floor" signs or the location within the building where they can be found.
- A measuring cup
- Mixing station
- Earplugs

Custodial closets must also meet the safety guidelines below:

- All chemicals must be stored at eye level or below.
- All containers must be properly labeled.
- Wet mops must be hung up to dry.
- Mop buckets must be empty - no standing water or chemicals.
- Food cannot be stored near chemicals.
- Equipment cords cannot be frayed or have exposed bare wires.

Sample Chemical Hazards Preparation Form

Lesson: _____

Chemicals identified to be used:

Compatible with other chemicals?

Yes No
 Yes No
 Yes No

Replacement of incompatible or high hazard chemicals evaluated? _____ Yes No

Check the Row(s) below and column(s) to the right indicating what safety equipment and procedures are to be used and when they shall be followed. Check all that apply.		Pre-Lab	Lab	Post-Lab
Hazard Category	Corrosive Solid			
	Corrosive Liquid			
	Reactive			
	Volatile			
	Other:			
<u>PPE - Personal Protection Equipment</u>	Safety Glasses			
	Goggles			
	Faceshield			
	Glove Type			
	Body Protection: Apron, lab coat			
	Foot: in addition to covered foot/toe areas			
Respiratory- May Require a Respiratory Protection Program				
Engineering Controls	Fume Hood			
	Eyewash Station in working order			
	Safety Deluge Shower in working order			
	Use diluted or small quantities of hazards			
	Type of Fire Extinguishers required			
	Other:			
Waste Disposal*	Pour down drain (check with local waste treatment facility)			
	Chemical Garbage can			
	Type of Segregated Waste Container i.e. Acids			
List any hazardous products, by products or wastes that may be created anytime during the use of the chemical identified above.	1.			
	2.			
	3.			
	4.			

*In accordance with local, Department of Natural Resources and federal regulations.

Specific Safe Work Practices: [list the safe work practices expected to be used in each stage, if all the same just write once.] Specific emergency procedures: [especially important for chemicals that are incompatible with spill kit or fire extinguishing materials]

This document is an addendum to the OMI Chemical Hygiene Plan, and covers additional information on the safe handling and storage of the materials described beyond the practices described therein. Users must be familiar with the OMI Chemical Hygiene Plan before utilizing this SOP.

(K) Laboratory Hazards Identification

Standard Operating Procedure

LABORATORY HAZARD

Overview

Special Handling and Storage Concerns

Personal Protective Equipment

Special Storage Requirements

Engineering Controls

Special Handling Considerations

Decontamination

Waste Management

First Aid and Emergencies

Spill

Fire

Personnel Exposure

Laboratory Specific Information

Prior Approval Required

- NO
- YES (describe):

Designated Area

- Entire Laboratory Area
- Other (describe):

Experimental Conditions of Use

Temperature Range:

Pressure Range:

Scale Range:

Other Relevant Details:

This document is an addendum to the OMI Chemical Hygiene Plan, and covers additional information on the safe handling and storage of the materials described beyond the practices described therein. Users must be familiar with the OMI Chemical Hygiene Plan before utilizing this SOP.

(L) Custodial Hazard Response

Standard Operating Procedure

CAMPUS CUSTODIAL HAZARD

Overview

In the event of a spill, notify OMI security channel with location. Security and cadre will notify the CHO if the chemical spill poses a threat to campus cadets and staff. If any odors emit from the spill area, the Commandant, Principle, Chief of Operations, Cadre Supervisor or available staff member may notify the Superintendent of the spill with details that include: Substance if known, estimated size of spill area, location, smell of the substance spilled. Emergency response steps will be initiated if the spill is determined to be threatening to cadets and staff.

Cleaning Solutions

The cleaning solutions used in custodial work contain chemicals that are harmful if splashed in eyes, on skin, or inhaled. When various chemicals are left out carelessly or improperly sealed they pose a threat to employees. Chemicals should be stored at or below eye level; it is important to know what the chemicals are and what to do in case of an accident involving them.

- Know the nature of the chemicals being used. If you have any questions, talk to your supervisor or refer to the Material Safety Data Sheets (MSDS) for chemicals. If chemicals should get splashed in your eyes or on your skin, it is important to know what to do to neutralize the chemical and prevent further harm.
- Read and know what the warnings on chemical containers stand for and follow the precautions associated with each warning:
 - **Danger**
 - **Warning**
 - **Caution**
 - **Hazard**
- Wear protective gear when working with chemicals. Goggles and gloves are the best way to prevent a chemical spill or splash from causing serious bodily harm.
- Store all chemicals in an approved, clearly labeled, properly sealed container at or below eye level.
- Do not dispose of a chemical unless you know the procedure required to properly dispose of it and its container. Triple rinse all chemical containers before disposing of them.
- If a chemical is found in the area and the contents are uncertain, leave it alone. If it has spilled or is unsealed, do not clean it up, do not put a lid on it, and do not touch it until it has been accurately identified. If you have questions, leave the area immediately and contact your supervisor.
- If you smell anything suspicious, clear the area, and report the potential hazard to your supervisor immediately. Do not try to figure out what the smell is or what is emitting the odor.

Annual Review, Evaluation and Approval Procedures

The OMI's Comprehensive School Safety Plan will be reviewed, evaluated and approved annually before the end of each school year.

OMI adopted this Comprehensive School Safety Plan at the regular meeting of the OMI Board of Directors, as noted on the cover page. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan.

An updated file containing all appropriate or required safety related plans and materials are available for public inspection on the OMI website. A copy of the Comprehensive School Safety Plan will be made available upon request.

Appendix A: Documented Safety Planning Process

Activity Description <i>(i.e. reviews Steps, Meetings conducted, approvals)</i>	Date, Time	Attached Document <i>(description and Location)</i>
Review of current safety protocols	August 29, 2024 August 29, 2024	Safety Plan Overview Review of Alice Training
Violent Critical Incident Staff Training	September 4, 2023 December 18, 2023 December 19, 2023 February 21, 2024 April 17, 2024	<i>Academy specific</i>
Safety Committee Planning Meetings	August 1, 2024 September 25, 2024 October 24, 2024 November 7, 2024 January 29, 2025 February 26, 2025 March 26, 2025 April 24, 2025	Notes
Safety Committee Leadership Meetings	August 1, 2024 September 25, 2024 October 24, 2024 November 7, 2024 February 26, 2025 April 24, 2025	Notes
Staff Training	August 28, 2024 February 19, 2025	
Provide proposed Comprehensive Safe Schools Plan to the OMI Board of Education		<i>Board agenda and minutes</i>

Revision Date: January 9, 2024

Coversheet

Approve Financial Software, Human Resources + Back Office Support Contract

Section: VII. Action Items
Item: B. Approve Financial Software, Human Resources + Back Office Support Contract
Purpose:
Submitted by: Thomas James
Related Material: OMI-SOW#2-Back Office Services-02.15.24.pdf
EdTec Board Presentation-OMI-02.15.24.pdf

BACKGROUND:

OMI received a notice of Non Renewal of the Customer Agreement between OMI and schoolAbility , LLC effective June 30, 2024.

schoolAbility offered to provide continuity of service by migration to Skyward Qmlativ software, a web-based ERP system that offers advanced features and functionality.

Superintendent decided to initiate a search for a new software system and back office support to evaluate the options and make a recommendation to the board.

Attached you will find a three year contract (July 1, 2024 to June 30, 2027)for a new accounting / HR software, with Back Office Support with EdTec which is a local vendor in Oakland. The services will begin July 1, 2024 with an implementation timeline from March to June 30, 2024.

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the attached contract for Financial Software, Human Resources / Back Office support with EdTec.

STATEMENT OF WORK #2
by and between
EdTec Inc. and Oakland Military Institute

Reference:	Master Services Agreement dated June 19, 2013, by and between EdTec Inc. ("EdTec") and Oakland Military Institute ("Client").
Term:	July 1, 2024 through June 30, 2027 (the "Initial Term"). This Statement of Work shall automatically renew for consecutive additional one (1) year terms unless either party provides written notice of non-renewal to the other at least one hundred twenty (120) days prior to the expiration of the then-current term (each, a "Renewal Term"). The Initial Term and any Renewal Term(s) are referred to as the Term.
Scope of Services:	<p>The philosophy of our Back-Office Services is that we provide outsourced solutions so your school can focus on its educational mission. Moreover, you receive the benefit of our extensive experience with California Charter Schools.</p> <p>1. FINANCE and ACCOUNTING</p> <p>Budgeting:</p> <ul style="list-style-type: none"> ▪ Annual and multi-year budgets including cash flows – For existing clients, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the State by July 1, and for new clients entering their first year of operations, in the spring or when services begin, EdTec will review the school's budget in time for submission to the State by July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school. ▪ Budget revisions (as needed, on demand) – EdTec revises budgets as needed to reflect changing circumstances at the school or in State funding. ▪ Updated monthly budget forecasts – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision). <p>Financial Statements:</p> <ul style="list-style-type: none"> ▪ Monthly year-to-date financial statements – EdTec prepares YTD financials compared to budget in time for the regularly scheduled board or committee meeting. EdTec makes the financials and presentation electronically available as part of the board package ahead of the meeting. For schools with board or committee meetings on or before the 15th of the month, EdTec will furnish the financials and presentation in time for (but not in advance of) the meeting. For schools with board or committee meetings on or before the 10th of the month, EdTec will furnish the financials and presentation (for the month prior to the previous month) ahead of the meeting. ▪ Monthly cash flow projections – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans. ▪ Financial statement analysis (monthly) – In addition to financial statements, EdTec provides a succinct PowerPoint summary and

	<p>analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school.</p> <ul style="list-style-type: none"> ▪ Customized financial analysis – EdTec performs reasonable financial analysis that the staff or board requests, e.g., providing a comparative analysis of the school’s budget relative to industry norms, scenario modeling (within reason), or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals. ▪ Support in resolving financial issues – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding. <p>Accounting:</p> <ul style="list-style-type: none"> ▪ Setup of school’s chart of accounts and general ledger – EdTec sets up and maintains the school’s chart of accounts, based on EdTec’s standard structure which is designed to be compliant with SACS. ▪ Customized account codes – EdTec maintains limited customized account codes for unique features of the school program. These must be established at the beginning of the fiscal year to avoid re-coding of historic transactions. ▪ Fund accounting – EdTec can track revenue and expenditures by fund, e.g., implementation grant funds and expenses or Title I expenditures. ▪ Training – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping. ▪ Transaction recording – EdTec records in detail all transactions in a computerized accounting system. ▪ Journal entries and account maintenance – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards. ▪ Bank reconciliation – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required. ▪ Account for capital outlay expenses – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing. ▪ Generate financial reports as requested – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget; expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances. <p>Accounts Payable & Receivable:</p> <ul style="list-style-type: none"> ▪ Revenue verification – EdTec verifies that the school is receiving the correct amount of funds from State and Federal sources. ▪ Revenue collection – If the funds from the State or the county/district are not correct, EdTec tracks down the appropriate officials and alerts them of the problem. EdTec will use reasonable efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments. ▪ Accounts payable – EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them, based on school input, in the financial software, typically on a
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	<p>weekly schedule with limited rush payments as needed. EdTec checks to make sure there are no double payments or double billings on multiple invoices. EdTec troubleshoots vendor payment issues with the school. EdTec also verifies that funds are available to pay the bill.</p> <ul style="list-style-type: none"> ▪ Form 1099 processing – EdTec prepares and sends 1099 Forms to vendors and government, provided that this SOW remains in effect at the end of the applicable calendar year and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of services under this SOW. <p>Purchasing:</p> <ul style="list-style-type: none"> ▪ Vendor selection – EdTec provides guidance on vendors based on its experience with vendors around the State and country. ▪ Purchasing assistance on big-ticket items – EdTec can assist the school in its purchase or leasing of big-ticket items such as portables. <p>Government Financial Reporting: Subject to timely receipt of information and/or materials from Client, EdTec provides the following:</p> <ul style="list-style-type: none"> ▪ Preliminary and final budget reports – EdTec prepares and files the preliminary budget report by July 1st based on the board adopted budget and a final budget as required. ▪ Interim financial reports – EdTec prepares and files the two interim financial reports to the district or county by the December 15 and March 15 deadlines. ▪ Audited financial reports – Subject to timely receipt of information and/or materials from the auditor, EdTec prepares and files the unaudited financial report by September 15. EdTec supports the Client and the auditor in the preparation (by the auditor) of the final audited report by December 15. <p>Audit:</p> <ul style="list-style-type: none"> ▪ Audit support – Beginning with the 2024-25 school fiscal year, EdTec prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall also provide all non-financial records required by the audit – e.g., attendance records, employee records, teacher certifications. ▪ Audit compliance training – EdTec helps the school leader and audit staff develop financial policies designed to meet requirements and help protect the school from financial mismanagement. ▪ Single Audit Act of 1984 – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984. ▪ IRS Form 990 support (and the corresponding State form, if applicable) – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school and it is the school's and auditor's sole responsibility to ensure these forms are filed). ▪ Annual auditor selection form – EdTec sends auditor information to the county in the spring. ▪ The school is responsible for attendance and audit of employee work.
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2. PAYROLL and HUMAN RESOURCES

Payroll:

EdTec uses an external payroll processor to accomplish the following tasks. EdTec interfaces between the school and payroll processor and performs quality checking so that the school does not need to interact with the payroll processor. The school pays payroll processing fees.

- **Payroll processing** – EdTec calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized Client representatives (excluding benefit accrual tracking such as vacation and sick time). EdTec works with the payroll processor to generate checks for signature by authorized Client representatives (or through electronic signature) or facilitates Direct Deposit at the Client's request. The fees set forth below include semi-monthly payroll processing.
- **Payroll reporting** – EdTec works with the payroll processor to prepare and file all required payroll reports for submission to Federal and State agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities for a single EDD/tax ID number.
- **Payroll record maintenance** – EdTec keeps track of payroll information. Client is responsible for maintaining all employee files, including forms based on EdTec-provided template files.
- **W-2 processing** – EdTec works with the payroll processor to prepare and send Form W-2 to the school and to file Forms W-2 and W-3 with the Social Security Administration, provided that this SOW remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of Services under this SOW.
- **IRS, SDI, WC support** – EdTec assists in resolving payroll tax issues before the IRS and other Federal and State reporting agencies. EdTec also assists school with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports.
- **STRS/PERS and other retirement plan administration** – EdTec will help the school set up STRS/PERS accounts and makes appropriate deductions and payments to the county for STRS and/or PERS based on information provided by the school. Note that in some cases it can take approximately 12 months to set up such contributions because of district/county delays. Also, some counties charge separately for this mandated service. The school is ultimately responsible for STRS/PERS account setup, administration and enrollments and any fees from outside parties including late fees and interest levied by STRS/PERS.

Human Resources, Benefits, and Insurance:

- **Employee file setup** – EdTec provides clients with template employee files and procedures to help ensure compliance with State and Federal requirements regarding Live Scan procedures, TB Test information, and/or credential verification information.
- **Contracts and handbook development support** – EdTec provides schools with non-legal, business advice on employment contracts and employee handbooks and their business implications.

	<ul style="list-style-type: none"> ▪ Health benefits administration – EdTec assists in guiding the school in the health benefits procurement process and assists with re-quotes of insurance on an annual basis. Client is responsible for all benefit reporting under the Affordable Care Act, including without limitation the Forms 1094-C and 1095-C. ▪ Teacher credentialing – EdTec provides information and assistance to school leaders to help them evaluate teacher credentials and “highly qualified” requirements. ▪ Insurance procurement – EdTec provides financial information necessary for the liability insurance quote process. <p>3. BUSINESS CONSULTING</p> <p>EdTec is a strategic thought partner to its clients and provides high-value support and guidance in the following areas:</p> <ul style="list-style-type: none"> ▪ Negotiations – EdTec supports the school director and board with non-legal, business advice in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school’s position. ▪ Strategic budget development – EdTec can assist the school director and board with strategic financial planning and budget scenario development. ▪ Financing support – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as bonds, New Market Tax Credits, Community Development Financial Institution (CDFI) resources, and philanthropic funds. ▪ Legal services optimization – EdTec can help clients think through and frame issues in preparation for engaging legal counsel, thereby assisting in a more efficient use of legal services costs. ▪ Special projects – EdTec performs business-related special projects within reason, such as modeling growth, compensation, and facilities scenarios, and providing an understanding of and analyzing food service and transportation options. (Note: due to State regulations, EdTec cannot complete the School Food Authority (SFA) application. However, EdTec provides assistance in understanding the process.) EdTec can also assist the school leader, within reason, in the analysis and understanding of best practices regarding a structurally sound pay scale. <p>4. BOARD MEETING SUPPORT</p> <ul style="list-style-type: none"> ▪ Board meeting attendance – EdTec attends regularly scheduled board and finance committee meetings in person or by teleconference (at most a total of one meeting per month and at least two meetings per three months) and presents its financial analysis presentation. EdTec can assist the board in staying in compliance with the Brown Act. <p>5. FACILITIES</p> <ul style="list-style-type: none"> ▪ Facility needs assessment and planning – EdTec works with clients to help them refine their thinking about key facilities-related considerations and identify important facility requirements based on the school program
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	<p>and industry standards. EdTec helps clients think creatively about their facility needs and come up with workable solutions.</p> <ul style="list-style-type: none"> ▪ Prop 39 – EdTec helps the school prepare Prop 39 requests, including analyzing student data, and helps to manage timelines related to the Prop 39 process. ▪ District negotiations – EdTec will help the school negotiate deals with the district regarding facilities. ▪ SB 740 – As State funding is available, EdTec prepares and submits SB 740 facilities reimbursements on the school's behalf. ▪ Financial reporting to lender - EdTec provides financial data to lenders for loan covenants. ▪ Facilities funding support – EdTec provides financial data for compliance-related reporting on State facility funding programs such as Prop 1D. ▪ Facility acquisition/lease negotiation – <i>On a separate fee basis and subject to staff availability, EdTec can assist clients with business, non-legal advice in negotiating purchase and/or lease terms. The school's attorney should review these.</i> <p>6. COMPLIANCE and ACCOUNTABILITY</p> <ul style="list-style-type: none"> ▪ Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources. ▪ Mid-year internal review – From time to time, EdTec may perform an internal review with client designed to help the school comply with many school regulations, or in preparation for a potential authorizer site visit. Using an EdTec-developed checklist, we assist the school staff in testing compliance in key areas, such as: Board resolutions and policies; risk management; food service; restricted funding; student and personnel files; and attendance reporting and student data. ▪ Employee files – As noted above, EdTec provides schools with templates for employee files, forms, and procedures to help ensure compliance with employment laws. (Note: the school should have an attorney review all legal issues.) ▪ ESSA compliance support – EdTec will track the financial reporting and can help provide related backup necessary for the Every Student Succeeds Act (ESSA) compliance. On an hourly billable basis, EdTec can provide assistance on Local Control Accountability Plan (LCAP) development and related school and student performance analysis. ▪ SPED compliance – EdTec provides partial checklists and general information to help schools understand their responsibilities related to Special Education. EdTec assistance does not include educational program compliance and we recommend getting specialized assistance in this area to ensure complete compliance. EdTec assists the school in completing the following reports: Maintenance of Effort (MOE), Mental Health expenditure reporting, Excess Cost Report, and year-end reporting. ▪ Funding compliance – EdTec makes compliance recommendations regarding funding requirements, such as Federal PCSGP implementation grant funding and other restricted funds. Note that, as more information
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	<p>becomes available, ESSA compliance may be especially complex with many school obligations.</p> <ul style="list-style-type: none"> ▪ District and State regulation compliance – EdTec can help the school identify areas where it may not be in compliance with district or State regulations. <p>7. ATTENDANCE and DATA REPORTING</p> <ul style="list-style-type: none"> ▪ Local attendance reporting – EdTec will provide support with monthly attendance reports based on school-provided data as outlined in the addendum to this Statement of Work. ▪ State attendance reporting – Using school-provided data, and at the school’s request, EdTec will provide support on government attendance reports, including the 20-day report, P-1, P-2, and Annual Attendance Report. For specific support level, please refer to the Roles and Responsibilities in Attachment 1. ▪ Non-attendance reporting – EdTec will support school on CALPADS and CBEDS reporting. For specific support level, please refer to the Roles and Responsibilities in Attachment 1. ▪ Attendance procedures assistance – EdTec will provide assistance reviewing schools’ attendance accounting procedures and advising on areas for improvement, although the school is ultimately responsible for keeping accurate attendance and ADA compliance. ▪ Quarterly ADA analysis – EdTec reviews ADA data to ensure the school is on track with projections, if EdTec is provided access by the school to their Student Information System. ▪ Start of year setup and support – EdTec will provide start of year systems setup and support to the school. If the school has not chosen a Student Information System (“SIS”), EdTec will assist the school leader in evaluating the school’s need for an SIS. If the school has already sourced an SIS, the school may use the designated hours for general SIS support for an EdTec-supported SIS or other data service supported by EdTec. If the school asks EdTec to access, use or troubleshoot an SIS not supported by EdTec, hourly charges will apply for EdTec to learn and use the SIS. (Note: The school is responsible for taking accurate attendance, on a system provided by the school, at the school’s expense.) ▪ School requests for EdTec assistance on items not listed in this section shall be billed hourly. <p>8. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION</p> <ul style="list-style-type: none"> ▪ Financial reports – EdTec prepares customized financial reports for grant purposes, within reason. ▪ Fund accounting – EdTec sets up fund accounting to track direct and allocated costs to grants. ▪ Public Charter School Grant Program (PCSGP) – EdTec assists the school in preparing and submitting the PCSGP Quarterly Expenditure Report (QER) to the CDE and manages the review/finalization process. EdTec can also provide guidance in the school’s development of their PCSGP application budget. ▪ Consolidated Application (ConApp) – EdTec prepares the Consolidated Application parts 1 and 2 for eligible schools and files in the Consolidated Application Reporting System (CARS).
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	<ul style="list-style-type: none"> ▪ State Revolving Loan – EdTec prepares the application for this loan program (up to \$250,000). ▪ After School Education and Safety Program (ASES) – EdTec submits annual budget and quarterly expenditure reports. ▪ School-Based Medi-Cal Administrative Activities (SMAA) – EdTec completes quarterly reports. ▪ Charter School Facilities Incentive Grant (CSFIG) – EdTec completes semi-annual disbursement requests. ▪ Deferral Exemption Application – EdTec completes the application for the school. ▪ Charter renewal – <i>On a separate fee basis, EdTec can assist in preparing and advocating a charter petition for school renewal.</i>
<p>Excluded Services:</p>	<p>Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with ESSA, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.</p>
<p>Compensation:</p>	<ul style="list-style-type: none"> ▪ Back Office Services: EdTec will provide these services at a fixed fee per school fiscal year as follows: <ul style="list-style-type: none"> ○ \$197,000 for the 2024-25 school fiscal year ○ \$210,000 for the 2025-26 school fiscal year ○ \$215,000 for the 2026-27 school fiscal year <p>These fixed fees <u>include</u> all normal postage, telephone, copying, faxing, etc., <u>except</u> for bank and payroll fees that will be passed through. The annual fees are payable monthly commencing on July 1, 2024.</p> <ul style="list-style-type: none"> ○ The fees above are for the scope of services contained herein solely for those school(s) for which Client holds a granted charter or that have been in operation prior to the date of this SOW. ○ In addition to the fees calculated as provided above, there will be an incremental fee for the following, if applicable: <ul style="list-style-type: none"> • Benefit accrual tracking such as vacation and sick time for a one-time setup fee of \$250. • Use by school personnel of debit cards. • For the CALPADS services described in Annex A, there will be an additional fee of \$10,500 per school fiscal year. ▪ Consulting: Should you desire additional services not in the above scope, and for any services provided prior to July 1, 2024 (other than the preparation of the budgets for submission to the State by July 1 as described above, for which there would be no additional hourly charge), we would be pleased to provide these, subject to staff availability, at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate). Typical additional services that are not in the above scope are charter petition writing and the implementation of computer systems or computerized Student Information Systems. Again, this rate includes normal phone, copying and incidental costs.

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	<p>Additional costs would include mileage reimbursement for travel, overnight delivery charges, and pre-approved out-of-pocket expenses.</p> <ul style="list-style-type: none"> ▪ Setup Charges: EdTec will absorb the expenses of setting up clients on our systems. However, if reconciliations due to incomplete or unorganized records require more than twenty hours of our staff time, we will charge for the additional reconciliation time at our discounted hourly consulting rate. ▪ Conversion Fee: Schools already in operation prior to commencing EdTec services will pay a \$8,000 one-time fee to convert their data and records into our systems. However, if the conversion requires more than seventy-five hours of our staff time, we will charge for the additional time at our discounted hourly consulting rate. ▪ Services Prior to July 1, 2024: Without additional charge and subject to staff availability, EdTec Inc. will use reasonable efforts to provide consulting services that are within the above scope of services and that otherwise would be required by Client after July 1, 2024 (e.g., Application for Revolving Loan, budget modeling and facilities questions). Routine monthly back-office services are <u>not</u> included (e.g., payroll, financial statements, attendance at Board meetings and the like). ▪ Fee Increases: EdTec reserves the right to increase the fees payable under this Statement of Work by up to 5% upon the conclusion of the Initial Term and each Renewal Term. EdTec will provide written notice of a fee increase at least thirty (30) days prior to the expiration of the Initial Term or then-current Renewal Term, as applicable. ▪ Payment Terms: All fees payable to EdTec must be received by EdTec within thirty (30) days of the date of invoice. EdTec reserves the right to suspend the provision of Services in the event an invoice is thirty days past due.
<p>School Obligations</p>	<p>EdTec's services will assist with the operations of Client's back-office operations, but do not include auditing Client's provided information and operations for completeness and compliance. It is Client's responsibility to adopt and adhere to reasonable policies and procedures, and to ensure the school remains in compliance with all applicable rules and regulations and maintains sound fiscal operations. In order to fulfill the scope of services described herein, EdTec relies on Client to provide timely, accurate and complete information, and to cooperate reasonably with EdTec. Furthermore, Client must immediately inform EdTec of any material change that could affect EdTec's ability to complete its responsibilities and to assist Client in complying with all applicable laws and regulations.</p> <p>Client will comply with the attached Roles and Responsibilities document (Attachment 1).</p>
<p>Termination</p>	<p>Either party may, upon giving thirty (30) days' written notice identifying specifically the basis for such notice, terminate this Statement of Work for breach of a material term or condition of this Statement of Work, unless the party receiving the notice cures such breach within the thirty (30) day period. In addition, EdTec may terminate this Statement of Work immediately upon written notification and without liability, (a) if Client, in EdTec's reasonable judgment, violates any of the "School Obligations" above, (b) upon any revocation of Client's charter. Upon any early termination under this section, Client shall pay EdTec for all services rendered by EdTec prior to the effective date of termination. In addition, if EdTec terminates this Statement of Work under this section, Client shall also pay EdTec for any demobilization or other costs resulting from such early termination.</p>

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<p>EDTEC INC.</p> <p>By: _____</p> <p>Name: Steve Campo</p> <p>Title: President & CEO</p> <p>Date: _____</p> <p>1266 66th Street Suite 4 Emeryville, CA 94608</p> <p>Fax: 510.663.3503</p>	<p>OAKLAND MILITARY INSTITUTE</p> <p>Signature: _____</p> <p>Name: _____</p> <p>Title: _____</p> <p>Date: _____</p> <p>Address: _____</p> <p>_____</p> <p>Email: _____</p> <p>Phone: _____</p> <p>Fax: _____</p>
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The undersigned officer of Oakland Military Institute, a California public charter school (the "School"), hereby certifies that this Agreement has been duly approved by the governing body of the School, at a publicly noticed meeting held on February 15, 2024.

OAKLAND MILITARY INSTITUTE

Signature: _____

Name: _____

Title: _____

ATTACHMENT 1

Roles and Responsibilities

Clarity on roles and responsibilities between EdTec and Oakland Military Institute (“Client”) will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties:

Table 1: Roles & Responsibilities

	EdTec	Client
Payroll	<ul style="list-style-type: none"> ▪ Accurate, complete payroll on a monthly or semi-monthly basis ▪ Published calendar of payroll deadlines ▪ Reminders for payroll deadlines ▪ Final payroll information sent to client for approval prior to client’s payroll approval deadline ▪ Advice on setting up STRS/PERS ▪ Primer on health insurance terminations, COBRA, and employee vs. contractor classifications 	<ul style="list-style-type: none"> ▪ Timecards and changes: Submission to EdTec of the timesheet summary, payroll client change summary, and other payroll changes and backup forms by the payroll calendar deadlines and using EdTec forms/processes ▪ Payroll approval: Approval according to EdTec process by payroll calendar deadlines ▪ New hires: Timely submission of new hires according to EdTec process by payroll calendar deadline ▪ Enrolling (or working with a broker to enroll) staff in any STRS, PERS, 403b, health plans, and other insurance/retirement/contribution/deduction programs ▪ Terminating staff from health plans, other insurance, and other applicable contribution/deduction programs.
Accounts Payable	<ul style="list-style-type: none"> ▪ Timely and accurate check payments ▪ Payment of invoices according to client’s approval policies ▪ Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors ▪ Payment systems linked to financial statements and analyses for informed managerial decision-making ▪ Bank account reconciliations ▪ Invoice/payment research ▪ Advising clients on outstanding checks to ensure adequate cash availability 	<ul style="list-style-type: none"> ▪ Submission of payment and deposit information; provision to EdTec of view-only access to bank account <ul style="list-style-type: none"> ○ Weekly submission to EdTec of invoices, reimbursement requests, deposits, and other expenditures using EdTec forms and processes ○ Coding all expenses and non-State funding deposits using EdTec forms and processes and codes from the most recent budget. ▪ Banking: Monitoring and maintaining adequate bank account balances to meet expense obligations; securing view-only access to school bank account(s) for use by EdTec.

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<p>Attendance and Data Reporting</p>	<ul style="list-style-type: none"> ▪ Start of year setup and support: EdTec will provide SIS evaluation, initial setup, and support (up to 3 hours in first year of Initial Term). Support beyond the initial 3 hours is available on an hourly billable or project billable basis. ▪ Monthly attendance reports: Generation of complete, accurate attendance reports (based on school provided data) by the deadline (up to 1.5 hours per report). Resolution of data discrepancies and attendance revisions will be charged at the hourly rate. ▪ 20-Day and P-Reports: Generation of complete, accurate attendance reports (based on school provided data) by the deadline (up to 1.5 hours per report). Resolution of data discrepancies and attendance revisions will be charged at the hourly rate. ▪ CALPADS: See Annex A. ▪ CBEDS: EdTec will provide up to 2 hours to train Client on CBEDS procedures and report generation. CBEDS support beyond the initial 2 hours is available on an hourly billable or project billable basis. ▪ Training: Conduct Attendance Primer training before the start of the school year to educate Client staff on basic attendance processes and procedures. 	<ul style="list-style-type: none"> ▪ Accurate and complete collection of attendance data in compliance with State rules. ▪ Monthly reports: Preparation and submission of data to EdTec at least 3 business days before the deadline ▪ 20-Day and P-Reports: Submission of data to EdTec at least 5 business days before the deadline ▪ Clients without student information system software will submit student and attendance data to EdTec using EdTec forms ▪ Clients using a non-EdTec-supported SIS will provide student and attendance data to EdTec in an EdTec-approved format ▪ Training: Key Client staff to attend start of year Attendance Primer training; EdTec will not be able to complete the Attendance / Data deliverables until the training is completed
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The payroll, accounts payable, and attendance deadlines / calendars referenced above shall be provided separately.

1. LATE FEES and PROCESSING CHARGES

Payroll:

- **Timecards and payroll changes:** A late fee of \$100 will be imposed for each business day timesheet information for hourly staff and payroll changes are submitted late to EdTec based on the published Payroll Calendar. The latest timesheet information changes can be accepted is one business day prior to Payroll Approval deadlines.
- **Manual checks:** EdTec will generate and distribute manual checks, as needed and without charge, for employee terminations and payroll corrections due to EdTec error. For manual checks for employee terminations, EdTec will bill the overnight delivery charges to the school if overnight delivery is requested. For all other manual check requests processed by EdTec, EdTec will charge a fee of \$50 plus overnight delivery charges (if overnight delivery is requested), and for all manual check requests processed by the payroll processor, school will pay the additional fee charged by the payroll processor plus overnight delivery charges (if overnight delivery is requested). An additional payroll cycle

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outside of the normal payroll processing schedule is possible with adequate advance notice and subject to EdTec staff availability at the time the request is made; an additional payroll cycle will incur an added EdTec processing fee that will be quoted at that time for Client pre-approval.

Accounts Payable:

- **Weekly submittal:** Client must submit a weekly package conforming to EdTec forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to EdTec using EdTec forms. If Client fails to submit this weekly package or fails to submit all necessary invoices and receipts to process payment, Client will be charged an additional processing fee of \$50.
- As a courtesy, EdTec may waive the first two occurrences (i.e., up to \$100) of the Weekly Submittal processing fee.

Attendance and Data Reporting:

- **Start of year setup and support:** EdTec fees include up to 3 hours in first year of Initial Term to assist Client with the evaluation of SIS systems, initial setup, and support.
- **Monthly, 20-Day and P-Reports:** EdTec fees include 1.5 hours of quality assurance and troubleshooting when processing and generating each report. Any EdTec work beyond this hour (including data correction and reconciliation with other periods) will be charged at the then-current discounted data service rate.
- **Expedite fee:** If Client misses an EdTec deadline for providing data and subsequently requests assistance in generating reports on an expedited basis, a \$100 expedite fee per occurrence may apply.
- **CBEDS reports:** EdTec fees include up to two hours for training and guidance on report generation. CBEDS support beyond the initial 2 hours is available on an hourly billable or project billable basis.
- EdTec can provide additional assistance for reports at the then-current discounted data service rate.
- If Client requires EdTec assistance for work with external deadlines (e.g., P-Reports), EdTec may set a deadline for receiving the request, data, and/or other materials from the Client to ensure timely and accurate processing. EdTec may charge an expedite fee for requests, data, and/or other materials not received from the client by the EdTec deadline.
- If Client does not have a student information software system, Client will use EdTec forms when submitting information to EdTec. Failure to use EdTec forms will result in a processing fee of \$100.
- As a courtesy, EdTec may waive the first occurrence of the forms processing fee.

ANNEX A: Comprehensive CALPADS Service Scope

Task Description	EdTec Responsibilities	School Responsibilities
A. Fall 1 Submission (October - January)		
Data Review and Reconciliation	<ul style="list-style-type: none"> -Provide schools with list of required data and project calendar -Manage submission deadlines for each school site and provide regular reminders -Review Fall 1 required data in School's SIS and identify missing/inaccurate data -Review of CALPADS Fall 1 setup in School's SIS (race/ethnicity, exit code mappings) -Train staff how to review Fall 1 certification reports and resolve fatal errors 	<ul style="list-style-type: none"> -Populate School's SIS with all Fall 1 required data per EdTec's guidance -Adhere to project calendar deadlines as set forth by EdTec -Review and certify Fall 1 snapshot reports and make corrections, as needed
Student Enrollment Submission	<ul style="list-style-type: none"> -Mass request SSIDs and update student enrollments through an SENR submission -Generate and troubleshoot SENR extracts -Train school how to manually generate single SSIDs in CALPADS for new students enrolling throughout the school year 	<ul style="list-style-type: none"> -Enter required student demographic information into School's SIS -Follow up with other districts/schools to resolve CCE and MID anomalies
Student Information Submission	<ul style="list-style-type: none"> -Generate, upload and troubleshoot SINR extracts -Generate, upload and troubleshoot SELA extracts 	<ul style="list-style-type: none"> -Ensure English Language Learner Information in School's SIS is up-to-date and accurate
Student Programs Submission	<ul style="list-style-type: none"> -Review student program records in School's SIS for completeness. Add student program records, if necessary -Generate, upload and troubleshoot SPRG extracts 	<ul style="list-style-type: none"> -Enter lunch eligible (free and reduced), foster youth and special education records into School's SIS
B. Fall 2 Submission (October - March)		
Data Review and Reconciliation	<ul style="list-style-type: none"> -Provide schools with list of required data and project calendar -Manage submission deadlines for each school site and provide regular reminders -Review State required data in School's SIS and identify missing/inaccurate data -Review of CALPADS Fall 2 setup in School's SIS -Train staff how to review Fall 2 certification reports and resolve fatal errors 	<ul style="list-style-type: none"> -Populate School's SIS with all Fall 2 required data per EdTec's guidance -Adhere to project calendar deadlines as set forth by EdTec -Review and certify Fall 2 snapshot reports and make corrections, as needed
Staff Demographics Submission	<ul style="list-style-type: none"> -Generate reports that identify missing or inaccurate staff demographic data -Provide guidance on data requirements for staff demographic records -Provide guidance on obtaining SEID numbers for credentialed staff 	<ul style="list-style-type: none"> -Request Statewide Educator ID (SEID) numbers for certificated staff -Enter staff demographic data and fix any error identified by EdTec
Staff Assignments Submission	<ul style="list-style-type: none"> -Update school-provided Staff Assignment data into School's SIS, as needed -Provide guidance on data requirements for staff assignment records -Generate, upload and troubleshoot SASS extract(s) 	<ul style="list-style-type: none"> -Enter staff assignments records in the staff assignments into School's SIS
Course Sections Submission	<ul style="list-style-type: none"> -Update school-provided Course/Section data into School's SIS -Generate, upload and troubleshoot CRSE extract(s) 	<ul style="list-style-type: none"> -Enter required course and section information in School's SIS
Student Course Sections Submission	<ul style="list-style-type: none"> -Generate, upload and troubleshoot SCSE extracts 	<ul style="list-style-type: none"> -Ensure student schedules are up-to-date and accurate through Census Day
C. End-of-Year Submission (May - August)		
Data Review and Reconciliation	<ul style="list-style-type: none"> -Provide schools with list of required data and project calendar -Manage submission deadlines for each school site and provide regular reminders -Review State required data in School's SIS and identify missing/inaccurate data -Review of CALPADS EOY setup in School's SIS (discipline codes, program codes) -Train staff how to review EOY certification reports and resolve fatal errors 	<ul style="list-style-type: none"> -Populate School's SIS with all EOY required data per EdTec's guidance -Adhere to project calendar deadlines as set forth by EdTec -Review and certify End-of-Year certification snapshot reports and make corrections, as needed
Student Enrollment Update Submission	<ul style="list-style-type: none"> -Generate and submit SENR and SINR extracts for all changes since the Fall 1 Submission 	<ul style="list-style-type: none"> -Populate School's SIS with required student demographic information for students since the last enrollment update -Verify completers and graduates along with all associated data elements
End-of-Year Program Submission	<ul style="list-style-type: none"> -Submit and troubleshoot the End-of-Year program submission (SPRG) -Provide guidance on data requirements for additional program records 	<ul style="list-style-type: none"> -Enter student End-of-Year student program records into School's SIS
End-of-Year Discipline and Attendance Submission	<ul style="list-style-type: none"> -Submit and troubleshoot the End-of-Year Discipline submission (SDIS) -Submit and troubleshoot the End-of-Year Attendance submission (STAS) -Provide guidance on data requirements and process for adding discipline records in School's SIS 	<ul style="list-style-type: none"> -Enter student discipline information into School's SIS -Enter all absences for the reporting year into School's SIS
End-of-Year Course Completion Submission	<ul style="list-style-type: none"> -Submit and troubleshoot the End-of-Year Course Completion submission (CRSC and SCSC) 	<ul style="list-style-type: none"> -Confirm all term grades have been entered into School's SIS for Grades 7-12
D. Anomaly Resolution (Year-long, as needed)		
Anomaly Resolution Support	<ul style="list-style-type: none"> -Assist school with identifying and fixing CCE, MID and ERD anomalies in CALPADS and School's SIS -Provide schools with CALPADS contact info for other LEAs 	<ul style="list-style-type: none"> -Follow up with other LEAs to resolve anomalies

*This proposal does not include data remediation services. If it is determined that the initial data quality and set up requires significant intervention by EdTec, a separate scope of work for data remediation services may be required.

EdTec Services Overview for Oakland Military Institute

BRYCE FLEMING – VP SCHOOL FINANCE
MARK CAMPO – EVP & CMO

FEBRUARY 15, 2024



Contents



1. Introduction
2. About Us
3. Why EdTec?
4. EdTec & OMI: Working Together
5. EdTec School Portal
6. Service Pricing and Term
7. Onboarding Overview
8. Additional High Value Services
9. Q&A

Introduction

“EdTec goes above and beyond and is a true partner to our organization. Everybody at EdTec from our senior finance lead to the transactional team demonstrates a work ethic, depth of knowledge and level of integrity incomparable to anyone else in the field.

We have grown from one school to a five-school charter management organization, and EdTec is instrumental in ensuring we’re proceeding in the right direction and prepared for the future. We are confident and grateful when we say: EdTec works for us.

They are truly integral to our organization and I am proud that EdTec is part of the Fenton family.”



***Irene Sumida - Founder & Executive Director
Fenton Charter Public Schools***

About Us

- EdTec is a social enterprise committed to improving public education by supporting charter schools with **business**, **operations**, and **performance** services.
- We are motivated by our **vision** to have the **greatest positive impact on the quality of public education**, as evidenced by our successful long-term partnerships with charter schools across the country.



97% client
retention rate



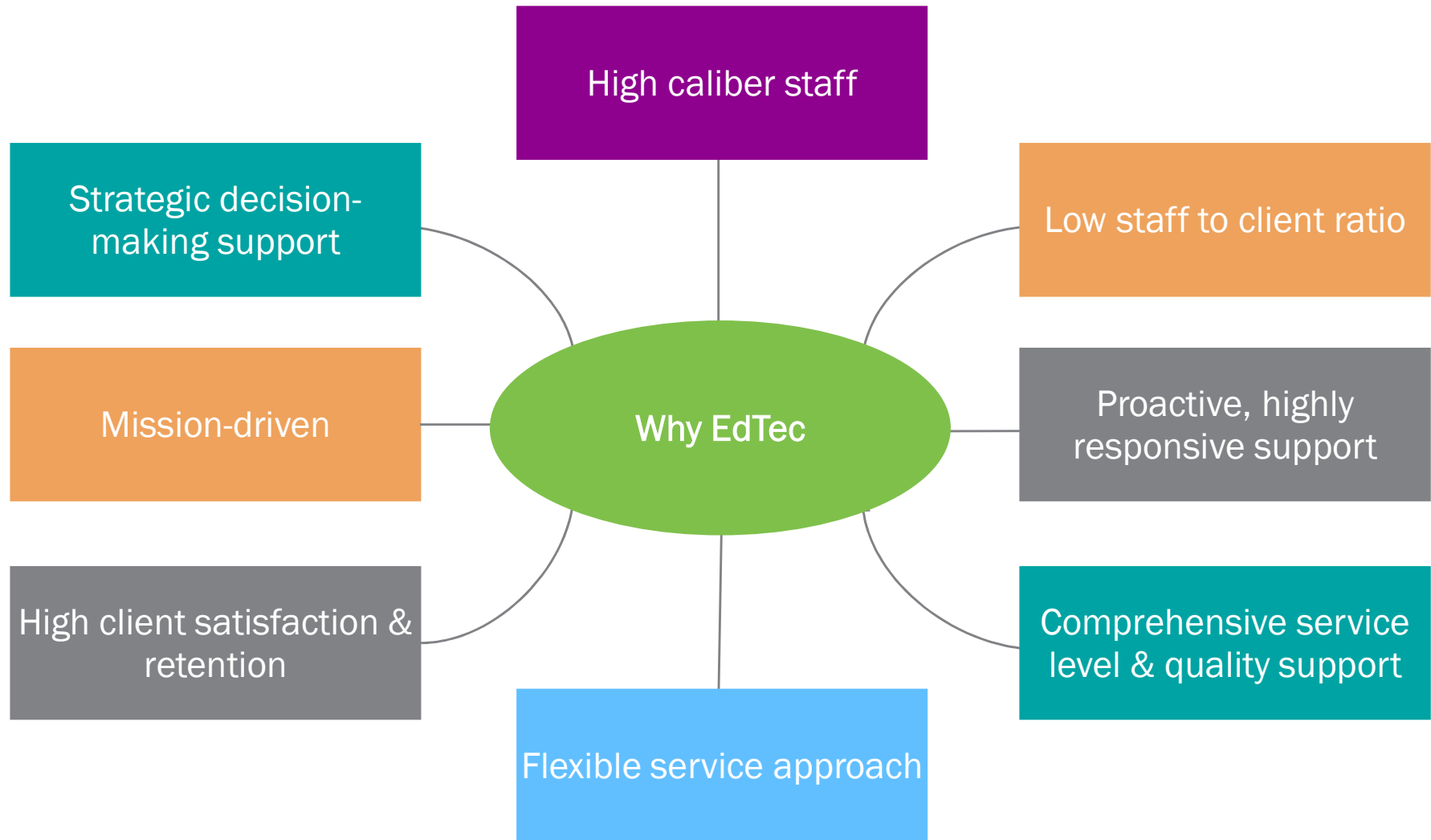
300+
partner schools



23 years of
charter focus

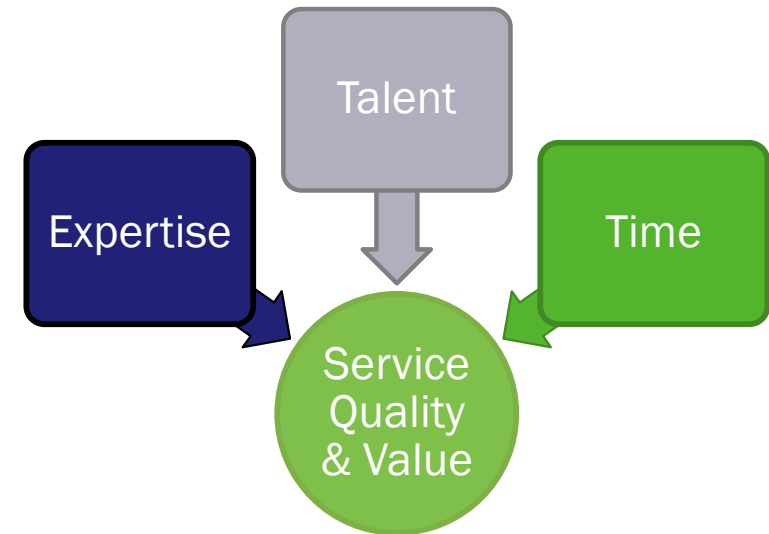
- Our **exceptional staff** understands the needs and workings of charter schools inside and out, and supports schools with a comprehensive range of services including **charter petition development**, **back office**, **school data and compliance**, **school software**, and **consulting**.

About Us



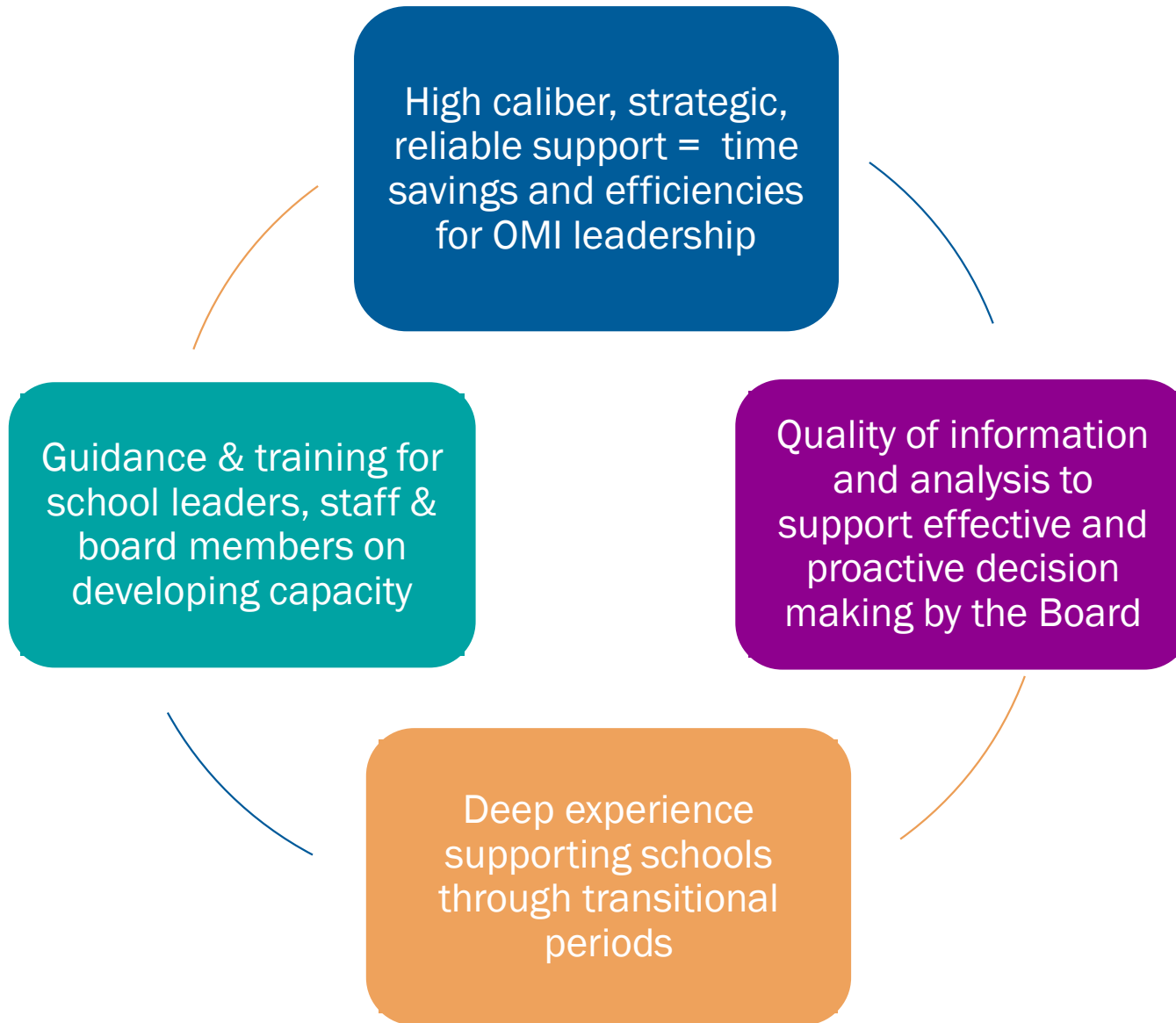
Why EdTec?

- Supporting Oakland Charters since 2001
- Mission Driven
- Unique Approach
- Benefits of Scale
- Service Delivery Quality
- Strategic Decision-Making Support
- Access to Deep Bench
- Experience and Tools to Support OMI
 - Board Training & Evaluation
 - LCAP Support
 - Student Performance Analysis
 - Strategic Planning
 - Grant Research & Development
 - Policy & Operations Templates
 - WASC Support
 - Charter Renewal



Why EdTec?

Expertise aligned with key school requirements:

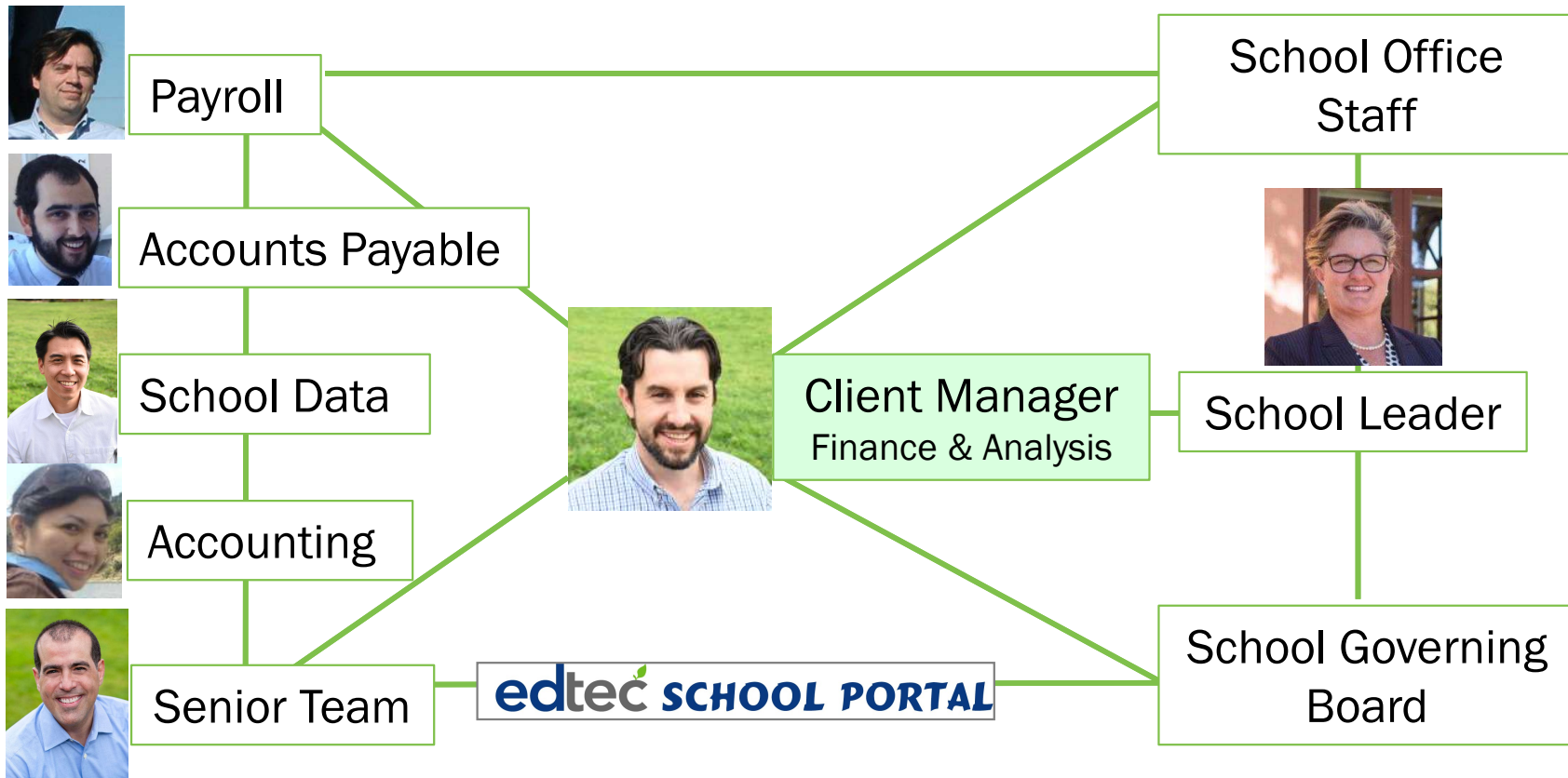


EdTec & OMI: Working Together

edtec Support Team:



School Leadership & Staff:





EdTec School Portal

■ edtec SCHOOL PORTAL

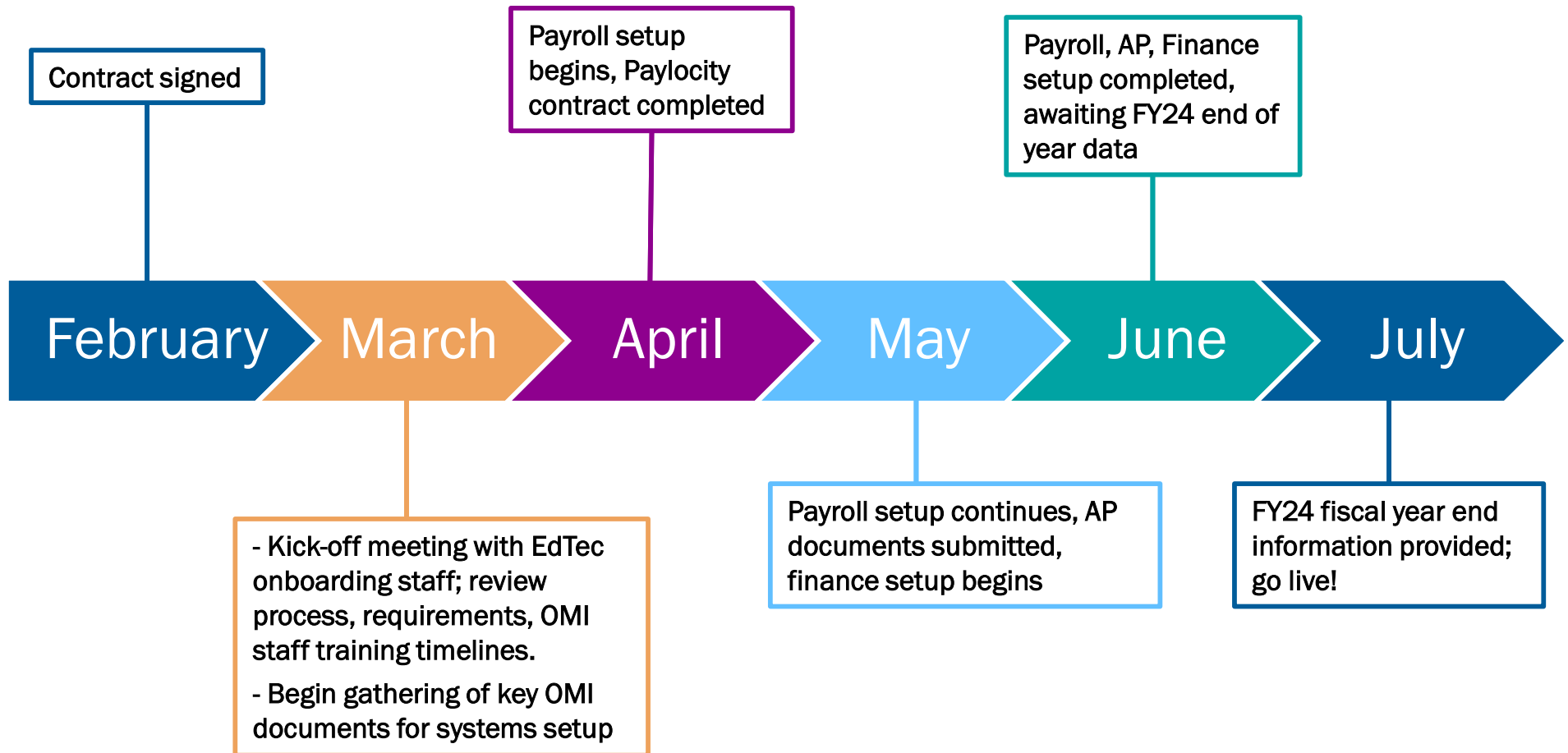
- ESP view access is included in EdTec's back-office service cost
- ESP is an enterprise operations platform designed and configured specifically for California charter schools.
- ESP provides integrated accounting, financial reporting, compliance information, school operational best practices, etc.
- Cloud-based solution providing 24/7 visibility to the following key information, features and reports:
 - Management Dashboard of KPIs
 - Financial Reports
 - Drill-Down to Transaction Detail
 - Employee Information Tracking
 - Permissions-Based by User Role
- Previously licensed by OMI from 2013 to 2018 and proven capable

Service Pricing and Term

- Initial 3-year contract term; 1-year renewal terms

Back Office Service Annual Cost	2024-25
Fixed Annual Cost	\$197,000
Back Office Service Annual Cost	2025-26
Fixed Annual Cost	\$210,000
Annual Service Cost	2026-27
Fixed Annual Cost	\$215,000
Additional Costs	\$
Year 1: One-Time Set-Up & Conversion Charge	\$8,000
Year 1/Year 2/Year 3 <ul style="list-style-type: none"> CALPADS Service Paylocity Check Processing Estimated Fees (paid directly to Paylocity) 	\$10,500/year ~\$6,600-\$7,200/year

Onboarding Overview



Onboarding Overview

Payroll Onboarding Detail

Initial documents to EdTec for Paylocity contracts: March - early April

- Voided check
- Latest Payroll register with YTD information
- 501c3 letter
- Copies of most recent state & federal payroll tax filings (Q1 tax returns)

Paylocity contracts generated & signed: mid-late April

First round of information to EdTec: early May

- Employee demographics
- Payroll register with QTD and YTD information

2nd round of information to EdTec: early July (after last payroll with prior provider)

- Last pull of employee demographics
- YTD information

Onboarding Overview

Accounts Payable Detail

Initial documents: early May

- Statements for all credit card accounts
- Signature forms for check printing
- EdTec AP & Banking Requirements document (outlines approval thresholds)

Secondary documents: early June

- Vendor list
- Provide Board-approved financial policies

Finance Detail

Initial requests: May-June

- Set up view-only accounts for bank and credit card accounts
- Provide most recent audit report and 990
- Provide most recent First and Second Interim Reports
- Upload preliminary GL detail and trial balance
 - Note: we will ask for a final list at the end of July, once the prior fiscal year is closed

Additional High Value Services

- **Student & School Performance Data Analysis Services**
 - EdTec provides board presentation quality graphical analyses for various school needs including:
 - Charter Petition Renewal
 - Presentations for Board Members & Parents
 - Student Level Analyses for Teaching Staff



- **LCAP Support**
 - LCAP 360 by EdTec: The 1st integrated end-to-end LCAP service
 - Development, Alignment, Performance



- **Grant Research & Writing**
- **Credentialing Support**
- **Charter Renewal Support Service**

Q&A



Thank you!

Bryce@edtec.com

Mark@edtec.com



Coversheet

Measure G1 Application 2024

Section: VII. Action Items
Item: C. Measure G1 Application 2024
Purpose:
Submitted by: Mary Streshly
Related Material: Oakland Military Institute 2024-2025 Measure G1 Application.pdf

BACKGROUND:

There are two parts to the Measure G1 application. This part allows spending for Arts, Music, Language and Mental Health. We have chosen to apply these funds to Mental Health as we have applied Prop 28 to support our arts/music program. The second application allows spending on teacher retention and recruitment. This year we are applying our 5% raise to the Measure G1. Measure G1 sunsets in 2028.

RECOMMENDATION:

OMI staff recommends that the Board of Directors review the Measure G1 Application for 2024.



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2024-2025 Measure G1 Application

Due: March 1, 2024

Allocations are provisional subject to Board approval

School Information & Student Data

School	Oakland Military Institute	School Address	3877 Lusk Street Oakland, CA 94608
Contact	Mary Streshly	Contact Email	mstreshly@omiacademy.org
Principal	Mary Streshly	Principal Email	mstreshly@omiacademy.org
School Phone	510-594-3900	Total Number of Students	
Recommended Grant Amount¹	\$64,924.39	2023-24 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	131
		2023-24 LCFF³ Enrollment	107

Student Demographics (%)				Measure G1 Team	
English Learners	39.1%	Asian/Pacific Islander	0.1%	Name	Position
LCFF	92.66 %	Latinx	66.0%	Mary Streshly	Supt
SPED	16.21%	Black or African-American	16.9%	Jacque Eischens	CFO
		White	1.3%	Adriana Gonzalez	Data Manager
		Indigenous or Native American	0.19%	Chris Lee	Teacher

¹ Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Multiracial	2.3%		Cindy Murphy	Teacher
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Chronic Absence (Include raw number and percent)				
	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Student Population Overall	28.39%	20.13%	TBD Until End of School Year	12%
Asian/Pacific Islander	9.0%	5.72%	TBD Until End of School Year	3.5%
Latinx	27.5%	20.27%	TBD Until End of School Year	15%
Black or African-American	40.2%	33.87%	TBD Until End of School Year	20%
White	66.7%	14.57%	TBD Until End of School Year	10%
Indigenous or Native American		0	TBD Until End of School Year	
English Learners	15.4%	16%	TBD Until End of School Year	10%
Students w/ IEPs	40.48%	31.51%	TBD Until End of School Year	20%
Free/ Reduced Lunch Students	29.3%	20.97%	TBD Until End of School Year	15%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Number of students taking elective courses.	Art	120	53	92	
	Language	123	108	220	
	Music	55	38	90	

Number of students participating in non-course experiences (e.g. after-school program)	Art	0	0	0	
	Language	0	0	0	
	Music	0	12	20	

Positive & Safe Culture (Include raw number and percent)				
Metric	2021-22 (%)	2022-23 (%)	2023-24 (%)	2024-25 Goal (%)
Average Daily Attendance Date of Figure:				
Asian/Pacific Islander	95.39%	96.58%	96.87%	
Latinx	91.71%	93.16%	95.07%	
Black or African-American	88.40%	89.55%	91.35%	
White	89.54%	93.53%	94.30%	
Indigenous or Native American	0	100%	96.49%	
English Learners	91.97%	93.43%	93.16%	
Students w/ IEPs	89.67%	91.81%	93.90%	
Free/ Reduced Lunch	91.90%	93.26%	93.57%	

Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Suspended Students Date of Figure:				
Asian/Pacific Islander	0%	0%	TBD Until End of School Year	
Latinx	4.5%	1.9%	TBD Until End of School Year	
Black or African-American	3.3%	0.8%	TBD Until End of School Year	

White	0.1%	0%	TBD Until End of School Year	
Indigenous or Native American	0%	0%	TBD Until End of School Year	
English Learners	2.2%	0.8%	TBD Until End of School Year	
Students w/ IEPs	2.2%	0.6%	TBD Until End of School Year	
Free/ Reduced Lunch	6.4%	2.6%	TBD Until End of School Year	

Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment				

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Grizzly Family Night	Feb 1, 2024

Staff Engagement Meeting(s)	
Staff Group	Date
Faculty Mtg	February 7, 2024
Instructional Leadership Team	February 12, 2024
Cabinet	February 14, 2024

Music (Rubric)	2022-23	2023-24
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Access and Equitable Opportunity	N/A	
Instructional Program	N/A	
Staffing	N/A	
Facilities	N/A	
Equipment and Materials	N/A	
Teacher Professional Learning	N/A	
<u>World Language (Rubric)</u>	2022-23	2023-24
Content and Course Offerings	N/A	
Communication	N/A	
Real world learning and Global competence	N/A	
<u>Art (Visual Arts, Theater, and Dance)</u>	2022-23	2023-24
Access and Equitable Opportunity	N/A	
Instructional Program	N/A	
Staffing	N/A	
Facilities	N/A	
Equipment and Materials	N/A	
Teacher Professional Learning	N/A	

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team’s plan to address the goals of G1:
 - a. Increase access to courses in arts, music, and world languages in grades 6-8.
 - b. Improve student retention during the transition from elementary to middle school.
 - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2023-24 Approved Expenditures

All Actual Expenditures		Budget Amount
Safe & Positive Culture		
1	0.50 FTE increase to Middle School Mental Health Counseling [+Wellness Center]	\$54,903.75
Electives (Art, Music, World Language)		
1	0.40 FTE increase to Middle School Music staff [in school and after school]	\$44,723.14
Budget Total		\$99,626.89

Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Continue 0.50 FTE Middle School Mental Health Counselor	\$64,924.39
2		
3		
4		
5		
6		
7		
Budget Total (must add up to Recommended Grant Amount)		\$64,924.39

Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)

Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Continue 0.50 FTE Middle School Mental Health Counselor	suspensions	\$64,924.39

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount

Please submit your Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

Coversheet

Action/Discussion: Mathematics Placement Policy

Section: VII. Action Items
Item: D. Action/Discussion: Mathematics Placement Policy
Purpose:
Submitted by: Shann Chu
Related Material: Mathematics Placement Policy BP 6152.1.pdf

BACKGROUND:

The Oakland Military Institute (OMI) recognizes the importance of each student's achievement in all subject areas including mathematics as critical for college and career readiness. The submitted policy has been developed in accordance with the California Mathematics Placement Act of 2015 and establishes a fair, objective, and transparent mathematics placement policy and protocol for students entering 9th grade and for all learners

in all subgroups.

RECOMMENDATION:

OMI staff recommends the Board of Directors review and approve the Mathematics Placement policy for state compliance.



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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



Board Policy No. 6152
Mathematics Placement
Adoption Date:
Revised Date:

MATHEMATICS PLACEMENT

The Math Placement policy has been developed in accordance with the California Mathematics Placement Act of 2015 and establishes a fair, objective, and transparent mathematics placement policy and protocol for students entering 9th grade and for all learners. For an equitable process, the default placement is the minimum grade level placement.

1. OMI will systematically take multiple objective academic measures of student performance into consideration, including:
 - a. Student/Parent Choice
 - b. SBAC Scores
 - c. Grades
 - d. Teacher Recommendations
 - e. Challenge Test
2. Possible Math Placement
 - a. 8th Grade Math Placement
 - i. Geometry
 - ii. Math 8
 - iii. Algebra
 - iv. Grades, SBAC will be used to consider math support course, Saturday or Summer remediation requirements and 8th grade promotion
 - b. 9th Grade Math Placement
 - i. Geometry
 - ii. Algebra 2
 - iii. Algebra
 - c. Math Placement for all 9th graders will be checked within the first 30 days of school to ensure proper and appropriate placement.
3. Appeal Process: Per Board Policy 6152.1, within 10 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her guardian who disagree with the placement of the student may appeal the decision to the Superintendent or designee. The Superintendent or designee shall decide whether or not to overrule the placement determination within 10 school days or receive the appeal.
4. OMI shall ensure that this mathematics placement policy is posted on its website.
5. This policy is in compliance with California Education Code Section 51224.7.