



Oakland Military Institute, College Preparatory Academy

Regular Board Meeting

Published on May 13, 2024 at 12:55 PM PDT

Amended on May 16, 2024 at 8:32 AM PDT

Date and Time

Thursday May 16, 2024 at 3:45 PM PDT

Location

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

Room: B104

Teleconference: 25050 Highway 1, Jenner, CA 95450

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			

	Purpose	Presenter	Time
II. Opening Items			3:45 PM
A. Roll Call			1 m
B. Call the Meeting to Order			1 m
	CALL TO ORDER: The Chairman of the Governing Board of Directors will call the Oakland Military Institute College Preparatory Academy meeting to order at 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 March 14, 2024 Regular Meeting	Approve Minutes	Carlos Rodriguez	2 m
B. OMI Bank Account Activity (March 1, 2024 to April 30, 2024)		Jacque Eischens	10 m

	Purpose	Presenter	Time
C.	Personnel Report	Kathryn Wong	5 m
D.	New Contracts	Mary Streshly	10 m
E.	2024-2025 Academic Calendar	Kathryn Wong	10 m
F.	Complaint Forms General Complaint Policy Uniform Complaint Policy	Kathryn Wong	10 m
G.	Job Descriptions After School Program and Community Engagement Manager Director of Dual Enrollment and College Pathways Facilities Manager	Mary Streshly	10 m
H.	After School Education and Safety Plan	Shann Chu	10 m
IV.	Student Board Member Report		5:02 PM
A.	Cadet Leadership Brief	Jose Delgado Castillo	15 m
V.	Superintendent's Update		5:17 PM
	Dr. Streshly will provide the OMI Board an update on the following items:		
	<ul style="list-style-type: none"> • New Candidate Update (w/ CMSgt (CA) Thomas James) • LCAP Survey Results/Update • Grants Update 		
A.	New Candidate Update (w/ CMSgt (CA) Thomas James)		10 m
VI.	Information/Discussion Items		5:27 PM
A.	Cashflow Update	Jacque Eischens	10 m
B.	2024-2025 Board Meeting Dates DRAFT	Mary Streshly	10 m

	Purpose	Presenter	Time
VII. Action Items			5:47 PM
A. Action/Discussion: Salary Schedule Additional job descriptions Current job description- front office reorganization		Mary Streshly	15 m
B. Graduation Requirement: Dual Enrollment		Shawna Lipsey	10 m
C. Approve Governing Board Member Terms			5 m
D. Approve Appointment Of Board Officers			5 m
E. Consolidated Application		Jacque Eischens	10 m
VIII. Board Member Comments			
IX. Closing Items			6:32 PM
A. Adjourn Meeting			1 m

Coversheet

Minutes of March 14, 2024 Regular Meeting

Section: III. Approval of Consent Items
Item: A. Minutes of March 14, 2024 Regular Meeting
Purpose: Approve Minutes
Submitted by: Carlos Rodriguez
Related Material: Minutes for Regular Board Meeting on March 14, 2024

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on March 14, 2024.

RECOMMENDATION:

The OMI Board of Directors approve the attached minutes for the Regular Board Meeting held on March 14, 2024.



Oakland Military Institute, College Preparatory Academy

Minutes

Regular Board Meeting

Date and Time

Thursday March 14, 2024 at 3:45 PM

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.

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Directors Present

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

Directors Absent

None

Guests Present

8 extra participants, C. Rodriguez, J. Eischens (remote), K. Wong, M. Streshly, S. Chu, S. Lipsey, 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 Mar 14, 2024 at 3:51 PM.

C. Public Comment

No public comment was given at this board meeting.

D. Ordering of the Agenda

J. Wire made a motion to change the order of the agenda to have the Second Interim report and the Stanford Act Tool presentation moved up in the meeting.

D. Baldwin seconded the motion.

Due to time constraints for two of the board members, the 2023-2024 Second Interim Financial Report & Multi Year Projections (VII-A) and the Stanford Business Alum Project to Develop Financial Modeling Tool (VI-B) were moved to the consent items as item III-F. The board **VOTED** to approve the motion.

II. Approval of Consent Items

A. Minutes of February 15, 2023 Regular Meeting

D. Clisham made a motion to approve the minutes from Regular Board Meeting on 02-15-24.

A. Campbell Washington seconded the motion.

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

B. OMI Bank Account Activity (February 1, 2024 to February 29, 2024)

D. Clisham made a motion to approve the OMI bank account activity from February 1, 2024 to February 29, 2024.

A. Campbell Washington seconded the motion.

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

C. Personnel Report

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

A. Campbell Washington seconded the motion.

Joseph Wire asked about the class vacancies that were on the personnel report. He asked if those vacancies were actively being searched for. Dr. Streshly mentioned that the position is still posted for hire but in the mean time, there is a long term substitute in the biology and ELD classroom. The interviews were being shifted for the next school year hire.

Marc Mares asked about the vacancy in the Special Education aide position and Kathryn Wong confirmed that the position was being filled soon. Someone was already hired and would start as early as the 21st of March. Marc also asked about what the strategy was for next year to retain faculty. Dr. Streshly explained that there are many ways like attending job fairs and adding a demo lesson and additional questions to the interview process.

Kathryn Wong explained that the exit interview process is being worked on so that it is refined for when an employee departs OMI.

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

D. 2023-2024 Education Protection Act Expenditure Plan

D. Clisham made a motion to approve the 2023-2024 Education Protection Act Expenditure Plan.

A. Campbell Washington seconded the motion.

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

E. ASES Grant Award Notification

D. Clisham made a motion to approve the receipt of the ASES grant award.

A. Campbell Washington seconded the motion.

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

III. Student Board Member Report

A. Cadet Leadership Brief

C/MAJ Ryan Ton gave his last presentation as the current cadet commander. He introduced his successor to be C/MAJ Jose Delgado Castillo. C/MAJ Delgado will be giving his first presentation at the May 16, 2024 board meeting.

OMI is close to achieving the goal of having every cadet be a sergeant at minimum, only having three cadets left at the time of the board meeting. Ryan mentioned that fifteen of the seniors that applied to the Oakland Promise Scholarship qualified and have since applied for the merit based program for that scholarship. Ryan praised Tim Murray, school counselor, for helping with the scholarship applications.

Ryan mentioned that cadet Jocelynn Nguyen was awarded a full ride ROTC scholarship that would allow her to pick any college/university that she wanted that has an ROTC

program to attend. OMI held a ceremony for her on campus and invited high level figures of the community to attend. Only three cadets in the Bay Area were awarded this prestigious scholarship.

College/University acceptance decisions have begun to start coming out and others have yet to come out so the senior class continues to wait.

Ryan praised Anthony Miller, teacher, for helping the senior class with their thesis statements.

OMI had the annual general inspection and was congratulated for having an attentive and active cadet body, trending upwards from the COVID pandemic.

Ryan spoke with the founder of the Hack Club and the founder was excited to try and cultivate a relationship with OMI to bring the program to the school.

IV. Superintendent's Update

A. Grants

Dr. Streshly explained that OMI was currently pursuing about \$1.5 million in grants over the next coming months.

These grants would allow for OMI to strengthen the partnerships with Merritt College and CSU Maritime and in effect will support the strengthening of the Governor's Baccalaureate Diploma pathway.

OMI will be hosting the summer entrance camp at CSU Maritime campus and were pursuing the possibility of having future graduations there as well.

V. Information/Discussion Items

A. Cashflow Update

B. Stanford Business Alum Project to Develop Financial Modeling Tool

Ron Bannerman explained what the Stanford Alumni Consulting Team (SACT) is and does for nonprofit organizations like Oakland Military Institute. There was a timeline that was set for the SACT and OMI partnership that would allow for a fully functioning tool to be created (September to March).

OMI can use this financial tool to integrate variables to see how the outcome changes based on topics like enrollment numbers. This model is made to be a six year model with the key assumptions that would alter the outcomes.

This model displayed that with a 600 student enrollment count, the deficit could begin to fizzle out and turn to positive.

Ron Bannerman was presented with a certificate of recognition for his commendable effort and collaboration for the development and implementation of a financial modeling tool.

C. Lottery-Waitlist Update

CMSgt Thomas James gave a presentation of the then current enrollment numbers.

OMI was working on the intent to return collections to determine how many cadets were planning to stay with the school. CMSgt James and his team are constantly monitoring Oakland Enrolls for updated acceptances and withdrawals so OMI can gage the projected numbers. He and his staff are calling the families that have accepted or denied the offer letter so they can determine if this is a potential cadet or not.

VI. Action Items

A. Approve 2023-2024 Second Interim Financial Report & Multi Year Projections

A. Campbell Washington made a motion to approve the 2023-2024 Second Interim Financial Report & Multi Year Projections.

D. Baldwin seconded the motion.

Jacque explained that in four of the five fiscal years that were shown, OMI would exceed the revenue coming in causing the cash reserves to decrease. The figures used were from what is currently available and did not include the cost of living adjustments that will be given out.

There is a difference in the ending cash and the ending fund balance because the revenue does not come in at the same time as the expenses go out. OMI will be receiving funds in July that is for the previous fiscal year.

The breakdown of the revenue consisted of LCFF, federal, state, nutrition services and local sources. The breakdown of expenditures consisted of interest, certificated salaries, classified salaries, benefits, supplies and materials for non capitalized equipment, depreciation, and other services and operations.

There was a very small change between the first and second interims. That change was a reduction in salaries due to position vacancies.

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

VII. Closing Items

A. Adjourn to Closed Session

The OMI Board of Directors adjourned to enter closed session at 5:57 pm.

B. Reconvene to Open Session

The OMI Board of Directors reconvened to open session at 6:35 pm.

No action was taken during the closed session.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:36 PM.

Respectfully Submitted,

J. Brown

M. Mares made a motion to adjourn the meeting.

D. Baldwin seconded the motion.

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

Coversheet

OMI Bank Account Activity (March 1, 2024 to April 30, 2024)

Section: III. Approval of Consent Items
Item: B. OMI Bank Account Activity (March 1, 2024 to April 30, 2024)
Purpose:
Submitted by: Jacque Eischens
Related Material: March and April Board Report of Checks.pdf
Financial Statement through April 30, 2024.pdf
April Bridge Bank Checking Account Bank Reconciliation.pdf
March Bridge Bank Checking Account Bank Reconciliation.pdf

BACKGROUND:

Staff recommends ratification of payroll and vendor warrants paid between March 1, 2024 – April 30, 2024. 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 March 1, 2024 – April 30, 2024.

Oakland Military Institute, College Preparatory Academy

Board Report of Checks Board Meeting Date 05/16/2024

Checks Dated 03/01/2024 through 04/30/2024

Check #	Check Date	Pay to the Order of	Check Amt
VCH-00000062	03/13/2024	Alameda County Office of Education STRS	95,377.43
VCH-00000067	04/10/2024	Alameda County Office of Education STRS	94,747.65
0003533	03/07/2024	Kaiser Foundation Health Plan	56,781.14
0003649	04/19/2024	Florence Velasco Cruz Eriksson	52,300.00
0003591	03/29/2024	Kaiser Foundation Health Plan	46,320.14
0003547	03/14/2024	Florence Velasco Cruz Eriksson	45,900.00
0003645	04/18/2024	Oakland Unified School Dist Attn:Accounts Payable/Minh Co	32,500.00
0003594	03/29/2024	schoolAbility, LLC	20,000.00
0003642	04/18/2024	El Paseo Children's Center	14,830.00
0003604	04/08/2024	Young, Minney & Corr,LLP	14,457.50
0003548	03/14/2024	Mobile Modular	12,729.10
0003625	04/12/2024	Mobile Modular	12,729.10
0003555	03/14/2024	Zoom Janitorial Service Inc	11,865.00
0003617	04/12/2024	CORE	11,100.00
0003633	04/12/2024	Zoom Janitorial Service Inc	10,170.00
0003627	04/12/2024	O'Hagan Meyer	10,000.00
0003579	03/27/2024	PG&E	9,342.21
0003669	04/26/2024	PG&E	8,089.77
0003629	04/12/2024	schoolAbility, LLC	7,661.59
VCH-00000063	03/28/2024	U.S. Bank	7,495.36
0003573	03/22/2024	Louis Educational Concepts LLC	7,419.22
0003597	04/08/2024	Comcast Business Acct 980528458	6,476.90
0003650	04/19/2024	Good Events	5,889.20
0003538	03/07/2024	Young, Minney & Corr,LLP	5,840.00
0003670	04/26/2024	Principal Life Insurance Co.	5,785.54
0003578	03/27/2024	El Paseo Children's Center	5,407.50
0003593	03/29/2024	Principal Life Insurance Co.	5,324.92
0003615	04/12/2024	Blaisdells	5,137.60
0003640	04/18/2024	CWDL CPAs	4,725.00
0003580	03/27/2024	Port 53	4,492.80
VCH-00000069	04/22/2024	U.S. Bank (Reissued from December)	4,468.13
0003613	04/12/2024	4Imprint, Inc	4,412.81
0003535	03/07/2024	Mark A Basnage	4,200.00
0003574	03/22/2024	Mark A Basnage	4,200.00
0003592	03/29/2024	Mark A Basnage	3,900.00
0003638	04/18/2024	CDW-G	3,413.53
0003634	04/15/2024	United States Treasury -IRS	3,279.23
0003532	03/07/2024	First Alarm	3,182.82
0003599	04/08/2024	First Alarm	3,182.82
0003612	04/12/2024	3 J's Global Fire Protection	3,076.74
0003641	04/18/2024	EBMUD Payment Center	2,988.02
0003661	04/25/2024	Amazon Capital Services	2,618.44
VCH-00000068	04/22/2024	U.S. Bank	2,281.31
0003595	03/29/2024	ULINE	2,133.58
0003603	04/08/2024	Waste Management of Alameda County	2,125.50
0003668	04/26/2024	Mark A Basnage	2,100.00
0003589	03/29/2024	Chronos Automatic Fire Prot	1,799.28
0003529	03/01/2024	SafeTight Security LLC	1,751.61

Oakland Military Institute, College Preparatory Academy

Board Report of Checks Board Meeting Date 05/16/2024

Checks Dated 03/01/2024 through 04/30/2024

Check #	Check Date	Pay to the Order of	Check Amt
0003671	04/26/2024	SafeTight Security LLC	1,462.50
0003601	04/08/2024	Swing Education Inc.	1,440.00
0003539	03/08/2024	CustomInk, LLC	1,360.84
0003673	04/26/2024	ULINE	1,269.53
0003624	04/12/2024	Marin IT	1,123.75
0003665	04/26/2024	Angel Island-Tiburon Ferry Inc	1,121.00
0003528	03/01/2024	Robert Finkel	1,100.00
0003551	03/14/2024	TeamLogic IT of Mountain View	1,100.00
0003631	04/12/2024	TeamLogic IT of Mountain View	1,100.00
0003575	03/22/2024	Mobile Modular	1,098.37
0003549	03/14/2024	SHARP BUSINESS SYSTEMS	1,073.41
0003654	04/19/2024	SHARP BUSINESS SYSTEMS	1,073.41
0003557	03/15/2024	Florence Velasco Cruz Eriksson	1,049.50
0003653	04/19/2024	Shann Chu	1,000.45
0003568	03/22/2024	Anthony Alvarado Rodriguez	1,000.00
0003656	04/19/2024	West Ed, California Survey Sys tem	969.60
0003632	04/12/2024	Wex Bank	955.58
0003545	03/14/2024	AT&T	870.07
0003637	04/18/2024	AT&T	870.03
0003620	04/12/2024	Florence Velasco Cruz Eriksson	825.00
0003577	03/27/2024	Chance Barker	769.90
0003550	03/14/2024	Swing Education Inc.	765.00
0003630	04/12/2024	Swing Education Inc.	720.00
0003646	04/18/2024	SHARP BUSINESS SYSTEMS	698.59
0003616	04/12/2024	Chronos Automatic Fire Prot	655.99
0003566	03/20/2024	The Tech Interactive	630.00
0003610	04/12/2024	Panda Express	588.97
0003626	04/12/2024	MVP Sports & Rec ,Inc	583.94
0003530	03/01/2024	San Francisco Elevator Service s	536.13
0003628	04/12/2024	San Francisco Elevator Service s	536.13
0003536	03/07/2024	Quadient Leasing USA, Inc	515.82
0003651	04/19/2024	San Francisco BART	513.70
0003554	03/14/2024	Wex Bank	507.80
0003618	04/12/2024	Document Tracking Services, At tn: Aaron Tarazon, Director	505.00
0003655	04/19/2024	SHARP BUSINESS SYSTEMS	501.02
0003582	03/27/2024	Timothy Murray	500.00
0003546	03/14/2024	EBMUD Payment Center	461.61
0003643	04/18/2024	Kathy Tran	400.00
0003664	04/26/2024	Amazon Capital Services	374.31
0003569	03/22/2024	Christopher Lee c/o OMIA	350.00
0003564	03/20/2024	Nathan Mullins	330.26
0003572	03/22/2024	Kathy Tran	288.82
0003622	04/12/2024	Joseph Delgadillo	284.92
0003614	04/12/2024	Aqeel Jamil Ahmed	275.00
0003559	03/15/2024	San Francisco BART	274.95
0003611	04/12/2024	Panda Express	263.87
0003537	03/07/2024	Swing Education Inc.	255.00
0003672	04/26/2024	State-CA- Dept-Parks and Rec	255.00

Oakland Military Institute, College Preparatory Academy

Board Report of Checks Board Meeting Date 05/16/2024

Checks Dated 03/01/2024 through 04/30/2024

Check #	Check Date	Pay to the Order of	Check Amt
0003667	04/26/2024	Grant Alexander Neal	254.00
0003648	04/19/2024	Bay Area Conference	250.00
0003565	03/20/2024	San Francisco BART	243.60
0003588	03/29/2024	Amazon Capital Services	224.58
0003534	03/07/2024	Marin IT	217.50
0003663	04/25/2024	Swing Education Inc.	210.00
0003563	03/20/2024	Marc Mares c/o OMIA	200.00
0003621	04/12/2024	Home Depot Credit Services	192.38
0003570	03/22/2024	ECOLAB	189.44
0003662	04/25/2024	ECOLAB	189.44
0003552	03/14/2024	The Advantage Group	175.05
0003623	04/12/2024	Kathryn Wong c/o OMIA	162.02
0003619	04/12/2024	Evergreen Landscapes	160.00
0003600	04/08/2024	Red Tomatoes Org	156.00
0003602	04/08/2024	The Advantage Group	154.85
0003581	03/27/2024	Shred Works Inc.	141.00
0003590	03/29/2024	Cosumnes Oaks Track and Field	127.00
0003558	03/15/2024	Kathryn Wong c/o OMIA	126.00
0003652	04/19/2024	MHS Track	117.00
0003556	03/15/2024	Blaisdells	116.84
0003553	03/14/2024	Verizon	116.02
0003659	04/22/2024	Chevron Stations Inc	105.46
0003562	03/20/2024	Julia Kane	100.00
0003657	04/22/2024	Chevron Stations Inc	98.21
0003635	04/18/2024	Allison H. Silvestri	90.24
0003561	03/20/2024	Colleen Linda Hilker	84.50
0003636	04/18/2024	Amazon Capital Services	72.69
0003658	04/22/2024	Chevron Stations Inc	68.35
0003598	04/08/2024	Cynthia Murphy	67.54
0003647	04/19/2024	Amazon Capital Services	66.56
0003576	03/27/2024	Amazon Capital Services	62.17
0003666	04/26/2024	Cynthia Murphy	60.10
0003639	04/18/2024	Colleen Linda Hilker	52.90
0003560	03/20/2024	Amazon Capital Services	51.92
0003660	04/22/2024	McDonald's	49.48
0003587	03/29/2024	Allison H. Silvestri	35.47
0003540	03/08/2024	Miyong Kang	28.45
0003644	04/18/2024	Lisa M. Szasz	26.45
0003571	03/22/2024	Erik Siebert	24.24
VCH-00000064	03/28/2024	U.S. Bank	15.00
0003567	03/22/2024	Amazon Capital Services	14.34
TOTAL (137 Checks)			726,110.05

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.

Oakland Military Institute, College Preparatory Academy

U.S. Bank Credit Card Statement Detail

Credit Card Statement Date: 02/28/2024		
Check Date	Pay To Name	Payment Amt
Check #: VCH-00000063		
3/28/2024	Chegg Inc.	659.60
3/28/2024	Chegg Inc.	179.33
3/28/2024	Civicorps	1,009.80
3/28/2024	Costco Warehouse	165.59
3/28/2024	Etsy	743.47
3/28/2024	Extended Stay America	859.57
3/28/2024	Fast Track	60.00
3/28/2024	Federal Express	28.90
3/28/2024	Indeed	202.00
3/28/2024	Pak N' Save	449.05
3/28/2024	Pearson Education, Inc.	1,049.86
3/28/2024	Printograph Inc.	71.33
3/28/2024	Restaurant Depot	331.81
3/28/2024	Target	660.00
3/28/2024	Trello, Inc	42.41
	US Foods Chef's Store	931.88
	US Postal Service	3.65
	Westco Gas & Food	47.11
	Total Check #VCH-00000063	7,495.36
Check #: VCH-00000064		
03/28/2024	Calendly LLC	15.00
TOTAL U.S. BANK STATEMENT 02/29/2024		7,510.36

Credit Card Statement Date: 03/25/2024		
Check Date	Pay To Name	Payment Amt
Check #: VCH-00000068		
4/22/2024	Arizmendi Bakery	100.00
4/22/2024	Calendly	15.00
4/22/2024	Civicorps	1,009.80
4/22/2024	Costco	54.60
4/22/2024	Costco	294.84
4/22/2024	Domino's Pizza	114.49
4/22/2024	Fast Track	60.00
4/22/2024	Federal Express	28.90
4/22/2024	Indeed	202.00
4/22/2024	Pak N' Save	27.96
4/22/2024	Printograph Inc.	24.54
4/22/2024	Subway	97.51
4/22/2024	Subway	60.54
4/22/2024	Taco Bell	191.13
	Total Check #VCH-00000063	2,281.31
Check #		
3610	4/12/2024	Panda Express 588.97
3611	4/12/2024	Panda Express 263.87
TOTAL U.S. BANK STATEMENT 03/25/2024		3,134.15

OAKLAND MILITARY INSTITUTE, COLLEGE PREPARATORY ACADEMY

March 2024 Payroll

GROSS EARNINGS

Base Pay	\$ 397,120
Addon Pay	\$ 13,204
Substitutes	\$ 56,144
TOTAL	\$ 466,468

CONTRIBUTIONS

State & Federal Taxes	\$ 21,015
PERS	\$ 30,268
STRS	\$ 61,700
Health & Welfare	\$ 62,312
Other	\$ 387
CONTRIB. TOTAL	\$ 175,682

SUMMARY

Gross Earnings	\$ 466,468
Contributions	\$ 175,682
TOTAL	\$ 642,150

April 2024 Payroll

GROSS EARNINGS

Base Pay	\$ 382,000
Addon Pay	\$ 17,040
Substitutes	\$ 43,189
EARNINGS TOTAL	\$ 442,229

CONTRIBUTIONS

State & Federal Taxes	\$ 19,146
PERS	\$ 27,644
STRS	\$ 61,181
Health & Welfare	\$ 62,566
Other	\$ 1,194
CONTRIB. TOTAL	\$ 171,731

SUMMARY

Gross Earnings	442,229
Contributions	171,731
TOTAL	613,960

Fiscal13a

Financial Statement

Fund 62 - Charter Fund		Fiscal Year 2023/24 Through April 2024		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9120	CASH IN BANK - BRIDGE BANK	4,459,418.20	2,322,699.42-	2,136,718.78
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	CASH IN BANK - CD		1,012,106.04	1,012,106.04
9200	ACCOUNTS RECEIVABLE	1,004,722.19	984,674.51-	20,047.68
9290	DUE FROM GRANTOR GOVERNMENTS	261,801.89	182,612.94-	79,188.95
9330	PREPAID EXPENSES	47,215.52	39,553.93-	7,661.59
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	226,450.75	1,778,733.35
9445	ACC DEPREC - EQUIPMENT	1,440,336.18-		1,440,336.18-
	Total Assets	15,473,013.73	2,292,117.56-	13,180,896.17
Liabilities				
9500	ACCOUNTS PAYABLE (CURRENT)	227,829.49	91,479.51-	136,349.98
9590	DUE TO GRANTOR GOVERNMENTS	276,261.32	276,178.83-	82.49
9650	UNEARNED REVENUE	1,665,253.04	1,665,253.04-	
9660	LONG-TERM LIABILITIES	1,210,693.48	56,542.00-	1,154,151.48
	Total Liabilities	3,380,037.33	2,089,453.38-	1,290,583.95
	Calculated Fund Balance	12,092,976.40	202,664.18-	11,890,312.22
Beginning Fund Balance				
9791	BEGINNING FUND BALANCE	12,092,976.40		12,092,976.40
9793	AUDIT ADJUSTMENTS		15,115.40-	15,115.40-
	Total Beginning Fund Balance	12,092,976.40	15,115.40-	12,077,861.00
	Beginning Fund Balance Proof	.00	187,548.78-	187,548.78-
Change in Fund Balance - Excess Revenues (Expenditures)			(187,548.78)	

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised
Reserves		
9720 RESERVE FOR ENCUMBRANCES		1,350,398.42
Other Designations		
9790 UNRESTRICTED NET POSITION	12,393,592.00	2,968,329.00

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 10, Stmt Option? = B, Zero Amounts? = N, SACS? = Y, Restricted? = Y, Fd = 62)



Fiscal13a

Financial Statement

Fund 62 - Charter Fund		Fiscal Year 2023/24 Through April 2024				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Memo Only - Ending Fund Balance Accounts (continued)						
	Adopted		Revised			
9796 - 9799						
9796 NET INVESTMENT IN CAP ASSETS			8,710,532.00			

Fiscal13a

Financial Statement

Fund 62 - Charter Fund		Fiscal Year 2023/24 Through April 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	10,967,121.00		8,453,817.88	2,513,303.12	77.08
B. Expenditures	10,216,251.00	11,366,781.00	1,350,398.42	8,641,366.66	1,375,015.92	76.02
C. Subtotal (Revenue LESS Expense)	122,046.00-	399,660.00-		187,548.78-	1,138,287.20	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	122,046.00-	399,660.00-		187,548.78-	1,138,287.20	
F. Fund Balance:						
Beginning Balance (9791)	12,515,638.00	12,093,636.00		12,092,976.40		
Audit Adjustments (9793)		15,115.00-		15,115.40-		
Other Restatements (9795)						
Adjusted Beginning Balance	12,515,638.00	12,078,521.00		12,077,861.00		
G. Calculated Ending Balance	12,393,592.00	11,678,861.00		11,890,312.22		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	12,393,592.00	2,968,329.00				
Other		8,710,532.00		1,350,398.42		

BankRecon01

Bank Reconciliation

Statement Date 04/30/2024

Cash Object 9120

Status Posted

Journal Entry #

Bank Statement Ending Balance	2,201,081.87	Service Charge	0.00
Less: Uncleared Payments	64,363.09	Interest Earned	0.00
Add: Uncleared Deposits	0.00		
Add: Uncleared Other	0.00	Cleared Payments	721,077.73
Adjusted Bank Balance	2,136,718.78	Cleared Deposits	1,626,527.17
System Cash Balance	2,136,718.78	Cleared Other	136,138.41-
Add: Unposted Charges and Interest	0.00		
Revised System Cash Balance	2,136,718.78	Submitted By	A_JACQUE, 05/02/2024
Difference	0.00	Posted By	A_JACQUE, 05/02/2024

Uncleared Payments

Issued	Check #	Check Amount	Pay To Name	Vendor ID	Emp ID	Bank Acct
04/28/23	0002690	160.62	ROXANA ROJAS		000364	550MAIN
10/31/23	0003211	5.89	CECILIA FISHER		000060	550MAIN
10/31/23	0003216	5.82	AYODELE MIMS		000012	550MAIN
01/04/24	0003365	1,285.54	EBMUD Payment Center	000065		550MAIN
01/12/24	0003401	400.00	Spectrum Canine LLC	000624		550MAIN
01/12/24	0003402	400.00	Spectrum Canine LLC	000624		550MAIN
02/15/24	0003469	100.00	Alvaro Joab Esquivel	000359		550MAIN
03/22/24	0003569	350.00	Christopher Lee c/o OMIA	000191		550MAIN
03/29/24	0003590	127.00	Cosumnes Oaks Track and Field	000674		550MAIN
04/12/24	0003628	536.13	San Francisco Elevator Services	000149		550MAIN
04/12/24	0003631	1,100.00	TeamLogic IT of Mountain View	000165		550MAIN
04/15/24	0003605	59.54	Michael Cain		000378	550MAIN
04/15/24	0003607	459.19	GABRIELLE HARMON JONES OR Franci	000079		550MAIN
04/15/24	0003608	75.00	Alicia Magallanes OR Franchise Tax Br	000079		550MAIN
04/15/24	0003634	3,279.23	United States Treasury -IRS	000178		550MAIN
04/18/24	0003635	90.24	Allison H. Silvestri	000655		550MAIN
04/18/24	0003643	400.00	Kathy Tran	000347		550MAIN
04/18/24	0003644	26.45	Lisa M. Szasz	000423		550MAIN
04/18/24	0003645	32,500.00	Oakland Unified School Dist Attn:Accounts	000127		550MAIN
04/19/24	0003648	250.00	Bay Area Conference	000019		550MAIN
04/19/24	0003653	1,000.45	Shann Chu	000580		550MAIN
04/25/24	0003662	189.44	ECOLAB	000066		550MAIN
04/26/24	0003665	1,121.00	Angel Island-Tiburon Ferry Inc	000689		550MAIN
04/26/24	0003667	254.00	Grant Alexander Neal	000608		550MAIN
04/26/24	0003668	2,100.00	Mark A Basnage	000535		550MAIN
04/26/24	0003669	8,089.77	PG&E	000134		550MAIN

Selection Grouped by Org, Cash Object, Statement Date - Sorted by Item date, Item #, (Org = 550, Cash Object IN ('9120'), Bank Statement Date = 4/30/2024, Uncleared Only? = Yes)



BankRecon01

Bank Reconciliation

Statement Date 04/30/2024

Cash Object 9120

Status Posted

Journal Entry #

Uncleared Payments (continued)

Issued	Check #	Check Amount	Pay To Name	Vendor ID	Emp ID	Bank Acct
04/26/24	0003670	5,785.54	Principal Life Insurance Co.	000137		550MAIN
04/26/24	0003671	1,462.50	SafeTight Security LLC	000598		550MAIN
04/26/24	0003672	255.00	State-CA- Dept-Parks and Rec	000683		550MAIN
04/26/24	0003673	1,269.53	ULINE	000176		550MAIN
04/30/24	0003674	230.50	ANTHONY MILLER OR California St:	000276		550MAIN
04/30/24	0003675	459.19	GABRIELLE HARMON OR Franchise	000079		550MAIN
04/30/24	0003676	75.00	Alicia Magallanes OR Franchise Tax Br	000079		550MAIN
04/30/24	0003677	460.52	The Advantage Group	000166		550MAIN
		64,363.09	(*) Cancelled Payments	4,200.00		

Selection Grouped by Org, Cash Object, Statement Date - Sorted by Item date, Item #, (Org = 550, Cash Object IN ('9120'), Bank Statement Date = 4/30/2024, Uncleared Only? = Yes)



Bridge Bank, a division of Western Alliance Bank.
 Member FDIC.
 PO Box 26237 • Las Vegas, NV 89126-0237
 Return Service Requested

OAKLAND MILITARY INSTITUTE
 COLLEGE PREPARATORY ACADEMY
 3877 LUSK ST
 OAKLAND CA 94608-3822

Last statement: March 31, 2024
 This statement: April 30, 2024
 Total days in statement period: 30

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 XXXXXX7531
 (0)

Direct inquiries to:
 866-540-0467

Bridge Bank
 1951 Webster Street
 Oakland CA 94612

IN MAY BANK WILL ACCEPT REAL TIME PAYMENTS (RTP). RTP CANNOT BE APPLIED TO BANK S LOAN PRODUCTS. RTP IS ONLY AVAILABLE BETWEEN ACCOUNTS IN U.S. TRANSFERS THROUGH RTP WILL GENERALLY BE AVAILABLE IMMEDIATELY UPON RECEIPT OF THE FUNDS 24X7. FUNDS RECEIVED ON/AFTER 8PM PST WILL BE POSTED FOR NEXT BUSINESS DAY. REFER TO SCHEDULE OF FEES FOR PRICING. TO OPT OUT OR FOR MORE INFORMATION CONTACT CLIENT CARE AT (888) 995-2265.

Comm Alliance Analyzed

Account number	XXXXXX7531	Beginning balance	\$1,431,770.84
Low balance	\$1,353,013.05	Total additions	1,626,527.17
Average balance	\$1,995,603.43	Total subtractions	857,216.14
Avg collected balance	\$1,983,523	Ending balance	\$2,201,081.87

CHECKS

Number	Date	Amount	Number	Date	Amount
3213	04-01	7.00	3581	04-02	141.00
3414 *	04-22	75.90	3582	04-16	500.00
3545 *	04-02	870.07	3583	04-08	230.50
3559 *	04-04	274.95	3584	04-15	459.19
3565 *	04-04	243.60	3585	04-15	75.00
3568 *	04-10	1,000.00	3586	04-08	460.52
3572 *	04-15	288.82	3587	04-16	35.47
3573	04-01	7,419.22	3588	04-02	224.58
3576 *	04-02	62.17	3589	04-04	1,799.28
3577	04-02	769.90	3591 *	04-02	46,320.14
3578	04-09	5,407.50	3592	04-09	3,900.00
3579	04-02	9,342.21	3593	04-04	5,324.92
3580	04-09	4,492.80	3594	04-11	20,000.00

OAKLAND MILITARY INSTITUTE
April 30, 2024

Number	Date	Amount	Number	Date	Amount
3595	04-08	2,133.58	3627	04-25	10,000.00
3596	04-09	1,161.59	3629 *	04-24	7,661.59
3597	04-30	6,476.90	3630	04-22	720.00
3598	04-29	67.54	3632 *	04-17	955.58
3599	04-23	3,182.82	3633	04-16	10,170.00
3600	04-26	156.00	3636 *	04-25	72.69
3601	04-22	1,440.00	3637	04-29	870.03
3602	04-26	154.85	3638	04-26	3,413.53
3603	04-24	2,125.50	3639	04-23	52.90
3604	04-25	14,457.50	3640	04-23	4,725.00
3606 *	04-23	230.50	3641	04-24	2,988.02
3609 *	04-23	460.52	3642	04-29	14,830.00
3612 *	04-15	3,076.74	3646 *	04-24	698.59
3613	04-30	4,412.81	3647	04-24	66.56
3614	04-15	275.00	3649 *	04-22	52,300.00
3615	04-23	5,137.60	3650	04-23	5,889.20
3616	04-24	655.99	3651	04-29	513.70
3617	04-29	11,100.00	3652	04-26	117.00
3618	04-17	505.00	3654 *	04-30	1,073.41
3619	04-26	160.00	3655	04-30	501.02
3620	04-17	825.00	3656	04-26	969.60
3621	04-30	192.38	3661 *	04-30	2,618.44
3622	04-18	284.92	3663 *	04-29	210.00
3623	04-30	162.02	3664	04-30	374.31
3624	04-24	1,123.75	3666 *	04-29	60.10
3625	04-23	12,729.10			
3626	04-24	583.94			

* Skip in check sequence

DEBITS

Date	Description	Subtractions
04-05	' ACH Debit U.S. BANK AUTOPAY 240404	3,134.15
04-10	' ACH Debit TSYS/TRANSFIRST MERCH FEES 240410 39300982758673	200.12
04-11	' ACH Debit OMIA PAYROLL 240411	151,824.24
04-12	' ACH Debit CALPERS 3100 100000017444737	39,344.05
04-12	' ACH Debit OMIA FINANCE 240412	94,747.65
04-15	' ACH Debit EMPLOYMENT DEVEL EDD EFTPMT 240415 150945376	9,887.44

OAKLAND MILITARY INSTITUTE
April 30, 2024

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Date	Description	Subtractions
04-15	' ACH Debit IRS USATAXPYMT 240415 270450681172624	33,750.66
04-26	' ACH Debit OMIA PAYROLL 240426	161,734.50
04-30	' ACH Debit EMPLOYMENT DEVEL EDD EFTPMT 240430 570270048	8,603.56
04-30	' ACH Debit EMPLOYMENT DEVEL EDD EFTPMT 240430 391909728	12,338.38
04-30	' ACH Debit IRS USATAXPYMT 240430 270452131976663	36,803.83

CREDITS

Date	Description	Additions
04-09	' ACH Credit Charter School APP-04069B 240409 092-C0349 -0050	640,648.00
04-10	Deposit	100.00
04-10	Deposit	410.00
04-10	Deposit	59,470.64
04-10	Deposit	154,214.00
04-12	' ACH Credit Charter School APP-04152A 240412 100-C0349 -0050	330,666.07
04-15	' ACH Credit Charter School APP-04200A 240415 102-C0349 -0050	26,394.16
04-19	Deposit	181.00
04-19	Deposit	800.00
04-19	Deposit	15,491.47
04-19	Deposit	33,250.25
04-19	' ACH Credit EL DORADO COUNTY AP PAYMENT 240419	79,863.00
04-25	' ACH Credit Charter School APP-04611A 240425 114-C0349 -0050	105,007.58
04-25	' ACH Credit Charter School APP-04578A 240425 114-C0349 -0050	154,639.00
04-30	' ACH Credit EL DORADO COUNTY AP PAYMENT 240430	25,392.00

OAKLAND MILITARY INSTITUTE
 April 30, 2024

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DAILY BALANCES

Date	Amount	Date	Amount	Date	Amount
03-31	1,431,770.84	04-11	2,019,869.44	04-23	2,224,391.33
04-01	1,424,344.62	04-12	2,216,443.81	04-24	2,208,487.39
04-02	1,366,614.55	04-15	2,195,025.12	04-25	2,443,603.78
04-04	1,358,971.80	04-16	2,184,319.65	04-26	2,276,898.30
04-05	1,355,837.65	04-17	2,182,034.07	04-29	2,249,246.93
04-08	1,353,013.05	04-18	2,181,749.15	04-30	2,201,081.87
04-09	1,978,699.16	04-19	2,311,334.87		
04-10	2,191,693.68	04-22	2,256,798.97		

OVERDRAFT/RETURN ITEM FEES

	Total for this period	Total year-to-date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

Thank you for banking with Bridge Bank

To Reconcile Your Checking Account:

1. Subtract from your checkbook balance any service charge, fees, preauthorized automatic payments or transfers, withdrawals (including ATM) which have been deducted on this statement.
2. Compare and check off paid checks against your checkbook record. Note: An * on your statement indicates a break in check sequence.
3. List checks not accounted for in the section marked "Checks Outstanding" and complete the statement of reconciliation.

CHECKS OUTSTANDING						STATEMENT OF RECONCILIATION	
Number	Amount	Number	Amount	Number	Amount	Ending balance from this statement	\$
						ADD deposits made but not shown on this statement	
						SUB TOTAL	
						SUBTRACT TOTAL CHECKS OUTSTANDING	
TOTAL CHECKS OUTSTANDING						\$	TOTAL Should agree with your checkbook balance
							\$

If the total does not agree with your checkbook balance, the difference may be located by (1) checking the addition and subtraction in your checkbook record, (2) making sure each check and deposit was entered correctly in your record, (3) reviewing each step in the balancing procedure.

IMPORTANT INFORMATION ABOUT REVIEWING YOUR STATEMENT

You are responsible for promptly examining your statement each statement period and reporting any irregularities to us. The periodic statement will be considered correct for all purposes and we will not be liable for any payment made and charged to your Account unless you notify us in writing within certain time limits after the statement and checks are made available to you. We will not be liable for any check that is altered or any signature that is forged unless you notify us within thirty (30) calendar days after the statement is made available. Also, we will not be liable for any subsequent items paid, in good faith, containing an unauthorized signature or alteration by the same wrongdoer unless you notify us within thirty (30) calendar days after the statement is made available. If you have requested us to hold your Account statements, we have the right to mail your statements if you have not claimed them within thirty (30) calendar days. If we truncate your checks or provide you with an image of your checks, you understand that your original checks will not be returned to you with your statement. You agree that our retention of checks does not alter or waive your responsibility to examine your statements or change the time limits for notifying us of any errors.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS

Write us at 55 Almaden Blvd, Suite 100, San Jose, CA 95113, telephone us at (408) 423-8500 or E-mail us at sanjose@bridgebank.com as soon as you think your statement or receipt is wrong or if you need more information about a transfer on this statement. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared. In your letter:

- Tell us your name and account number.
- Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe it is an error or why you need more information.
- Tell us the dollar amount of the suspected error.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days to do this (or 20 business days for a new account), we will credit your account for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation.

METHOD USED TO DETERMINE THE BALANCE ON WHICH THE INTEREST CHARGE WILL BE COMPUTED

Revolving Lines of Credit- We figure the interest charge on your account by applying the periodic rate to the "daily balance" of your account for each day in the billing cycle. To get the "daily balance" we take the beginning balance of your account each day, add any new advances and fees and subtract any unpaid interest charges and any payments or credits. This gives us the daily balance.

The Annual Percentage Rate and Daily Periodic Rate may vary.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR STATEMENT

If you think there is an error on your statement, write to us at: Bridge Bank, 55 Almaden Blvd, Suite 100, San Jose, CA 95113

In your letter, give us the following information:

- *Account information:* Your name and account number.
 - *Dollar amount:* The dollar amount of the suspected error.
 - *Description of Problem:* If you think there is an error on your bill, describe what you believe is wrong and why you believe it is a mistake.
- You must contact us within 60 days after the error appeared on your statement. You must notify us of any potential errors *in writing*. You may call us, but if you do we are not required to investigate any potential errors and you may have to pay the amount in question. While we investigate whether or not there has been an error, the following are true:
- We cannot try to collect the amount in question, or report you as delinquent on that amount.
 - The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But, if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount.
 - While you do not have to pay the amount in question, you are responsible for the remainder of your balance.
 - We can apply any unpaid amount against your credit limit.

NOTICE OF FURNISHING NEGATIVE INFORMATION-We may report information about your account to credit bureaus. Late payments, missed payments, or other defaults on your account may be reflected in your credit report.

DIRECT DEPOSITS-If you have arranged to have direct deposits made to your account at least once every 60 days from the same person or company, you can call us at (866) 540-0467 to find out if the deposit has been made.



BankRecon01

Bank Reconciliation

Statement Date 03/31/2024

Cash Object 9120

Status Posted

Journal Entry #

Bank Statement Ending Balance	1,431,770.84	Service Charge	0.00
Less: Uncleared Payments	118,893.19	Interest Earned	0.00
Add: Uncleared Deposits	0.00		
Add: Uncleared Other	0.00	Cleared Payments	808,491.96
Adjusted Bank Balance	1,312,877.65	Cleared Deposits	499,504.66
System Cash Balance	1,312,877.65	Cleared Other	137,401.30-
Add: Unposted Charges and Interest	0.00		
Revised System Cash Balance	1,312,877.65	Submitted By	A_JACQUE, 04/03/2024
Difference	0.00	Posted By	A_JACQUE, 04/03/2024

Uncleared Payments

Issued	Check #	Check Amount	Pay To Name	Vendor ID	Emp ID	Bank Acct
04/28/23	0002690	160.62	ROXANA ROJAS		000364	550MAIN
10/31/23	0003211	5.89	CECILIA FISHER		000060	550MAIN
10/31/23	0003213	7.00	YASMIN HARRIS		000015	550MAIN
10/31/23	0003216	5.82	AYODELE MIMS		000012	550MAIN
01/04/24	0003365	1,285.54	EBMUD Payment Center	000065		550MAIN
01/12/24	0003401	400.00	Spectrum Canine LLC	000624		550MAIN
01/12/24	0003402	400.00	Spectrum Canine LLC	000624		550MAIN
01/23/24	0003414	75.90	Grant Alexander Neal	000608		550MAIN
02/15/24	0003469	100.00	Alvaro Joab Esquivel	000359		550MAIN
02/15/24	0003477	4,200.00	Edlio LLC.	000067		550MAIN
03/14/24	0003545	870.07	AT&T	000014		550MAIN
03/15/24	0003559	274.95	San Francisco BART	000436		550MAIN
03/20/24	0003565	243.60	San Francisco BART	000436		550MAIN
03/22/24	0003568	1,000.00	Anthony Alvarado Rodriguez	000571		550MAIN
03/22/24	0003569	350.00	Christopher Lee c/o OMIA	000191		550MAIN
03/22/24	0003572	288.82	Kathy Tran	000347		550MAIN
03/22/24	0003573	7,419.22	Louis Educational Concepts LLC	000434		550MAIN
03/27/24	0003576	62.17	Amazon Capital Services	000207		550MAIN
03/27/24	0003577	769.90	Chance Barker	000388		550MAIN
03/27/24	0003578	5,407.50	El Paseo Children's Center	000366		550MAIN
03/27/24	0003579	9,342.21	PG&E	000134		550MAIN
03/27/24	0003580	4,492.80	Port 53	000548		550MAIN
03/27/24	0003581	141.00	Shred Works Inc.	000157		550MAIN
03/27/24	0003582	500.00	Timothy Murray	000361		550MAIN
03/29/24	0003583	230.50	ANTHONY MILLER OR California St:	000276		550MAIN
03/29/24	0003584	459.19	GABRIELLE HARMON JONES OR Francl	000079		550MAIN

Selection Grouped by Org, Cash Object, Statement Date - Sorted by Item date, Item #, (Org = 550, Cash Object IN ('9120'), Bank Statement Date = 3/31/2024, Uncleared Only? = Yes)



BankRecon01

Bank Reconciliation

Statement Date 03/31/2024

Cash Object 9120

Status Posted

Journal Entry #

Uncleared Payments (continued)

Issued	Check #	Check Amount	Pay To Name	Vendor ID	Emp ID	Bank Acct
03/29/24	0003585	75.00	Alicia Magallanes OR Franchise Tax Br	000079		550MAIN
03/29/24	0003586	460.52	The Advantage Group	000166		550MAIN
03/29/24	0003587	35.47	Allison H. Silvestri	000655		550MAIN
03/29/24	0003588	224.58	Amazon Capital Services	000207		550MAIN
03/29/24	0003589	1,799.28	Chronos Automatic Fire Prot	000597		550MAIN
03/29/24	0003590	127.00	Cosumnes Oaks Track and Field	000674		550MAIN
03/29/24	0003591	46,320.14	Kaiser Foundation Health Plan	000103		550MAIN
03/29/24	0003592	3,900.00	Mark A Basnage	000535		550MAIN
03/29/24	0003593	5,324.92	Principal Life Insurance Co.	000137		550MAIN
03/29/24	0003594	20,000.00	schoolAbility, LLC	000232		550MAIN
03/29/24	0003595	2,133.58	ULINE	000176		550MAIN
		118,893.19	(*) Cancelled Payments			18,716.66

Selection Grouped by Org, Cash Object, Statement Date - Sorted by Item date, Item #, (Org = 550, Cash Object IN ('9120'), Bank Statement Date = 3/31/2024, Uncleared Only? = Yes)



Bridge Bank, a division of Western Alliance Bank.
 Member FDIC.
 PO Box 26237 • Las Vegas, NV 89126-0237
Return Service Requested

OAKLAND MILITARY INSTITUTE
 COLLEGE PREPARATORY ACADEMY
 3877 LUSK ST
 OAKLAND CA 94608-3822

Last statement: February 29, 2024
 This statement: March 31, 2024
 Total days in statement period: 31

Page 1 of 4
 XXXXXX7531
 (0)

Direct inquiries to:
 866-540-0467

Bridge Bank
 1951 Webster Street
 Oakland CA 94612

THANK YOU FOR BANKING WITH US!

Comm Alliance Analyzed

Account number	XXXXXX7531	Beginning balance	\$1,877,806.45
Low balance	\$1,431,770.84	Total additions	499,504.66
Average balance	\$1,733,751.77	Total subtractions	945,540.27
Avg collected balance	\$1,732,666	Ending balance	\$1,431,770.84

CHECKS

Number	Date	Amount	Number	Date	Amount
3333	03-22	350.00	3500	03-05	717.50
3455 *	03-14	1,100.00	3501	03-05	1,098.37
3470 *	03-04	1,737.72	3502	03-06	720.00
3471	03-04	1,023.82	3503	03-05	846.41
3472	03-11	70.00	3504	03-22	149.98
3473	03-22	496.25	3505	03-05	20,025.00
3480 *	03-05	45.00	3506	03-01	54.88
3481	03-18	95.84	3507	03-08	18.45
3485 *	03-14	41,191.00	3508	03-05	13,684.00
3487 *	03-01	1,073.41	3509	03-06	11,733.99
3490 *	03-29	93.25	3510	03-06	5,728.08
3492 *	03-12	10.00	3512 *	03-05	2,730.00
3493	03-05	230.50	3513	03-21	17,160.20
3494	03-15	911.71	3514	03-05	2,229.28
3495	03-06	460.52	3515	03-08	1,284.14
3496	03-05	380.95	3516	03-05	17,243.75
3497	03-05	1,100.00	3517	03-04	2,250.00
3498	03-04	38.55	3518	03-11	311.13
3499	03-12	32,400.00	3519	03-05	2,412.00

OAKLAND MILITARY INSTITUTE
March 31, 2024

Number	Date	Amount	Number	Date	Amount
3520	03-05	1,300.00	3548	03-19	12,729.10
3521	03-06	969.00	3549	03-21	1,073.41
3522	03-05	6,877.00	3550	03-18	765.00
3523	03-06	20,000.00	3551	03-28	1,100.00
3528 *	03-05	1,100.00	3552	03-19	175.05
3529	03-05	1,751.61	3553	03-21	116.02
3530	03-08	536.13	3554	03-25	507.80
3531	03-11	1,138.26	3555	03-15	11,865.00
3532	03-12	3,182.82	3556	03-19	116.84
3533	03-12	56,781.14	3557	03-20	1,049.50
3534	03-12	217.50	3558	03-18	126.00
3535	03-11	4,200.00	3560 *	03-26	51.92
3536	03-14	515.82	3561	03-22	84.50
3537	03-12	255.00	3562	03-25	100.00
3538	03-14	5,840.00	3563	03-26	200.00
3539	03-21	1,360.84	3564	03-26	330.26
3540	03-18	28.45	3566 *	03-26	630.00
3541	03-20	230.50	3567	03-27	14.34
3542	03-27	459.19	3570 *	03-28	189.44
3543	03-27	75.00	3571	03-25	24.24
3544	03-21	460.52	3574 *	03-29	4,200.00
3546 *	03-21	461.61	3575	03-26	1,098.37
3547	03-26	45,900.00			

* Skip in check sequence

DEBITS

Date	Description	Subtractions
03-08	' ACH Debit U.S. BANK AUTOPAY 240307	7,510.36
03-11	' ACH Debit TSYS/TRANSFIRST MERCH FEES 240311 39300982758673	199.08
03-12	' ACH Debit CALPERS 3100 100000017410308	37,765.53
03-13	' ACH Debit OMIA PAYROLL 240313	169,130.99
03-14	' ACH Debit OMIA FINANCE 240314	95,377.43
03-15	' ACH Debit EMPLOYMENT DEVEL EDD EFTPMT 240315 1183872608	11,567.26
03-15	' ACH Debit IRS USATAXPYMT 240315 270447510761287	39,882.13
03-27	' ACH Debit OMIA PAYROLL 240327	163,080.32

OAKLAND MILITARY INSTITUTE
March 31, 2024

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XXXXXX7531

Date	Description	Subtractions
03-29	' ACH Debit EMPLOYMENT DEVEL EDD EFTPMT 240329 599551584	10,560.94
03-29	' ACH Debit IRS USATAXPYMT 240329 270448931524983	37,073.37

CREDITS

Date	Description	Additions
03-01	Deposit	100.00
03-01	Deposit	100.00
03-01	Deposit	185.00
03-01	Deposit	252.52
03-01	Deposit	1,728.13
03-01	Deposit	2,724.00
03-01	' ACH Credit EL DORADO COUNTY AP PAYMENT 240301	25,392.00
03-11	Deposit	25.00
03-11	Deposit	100.00
03-11	Deposit	100.00
03-11	Deposit	167.00
03-11	Deposit	27,353.00
03-11	' ACH Credit Charter School APP-03384A 240311 068-C0349 -0050	399,315.00
03-13	' ACH Credit Charter School APP-03306B 240313 071-C0349 -0050	16,155.01
03-22	Deposit	20.00
03-22	Deposit	70.00
03-22	Deposit	100.00
03-22	Deposit	100.00
03-22	Deposit	126.00
03-29	' ACH Credit EL DORADO COUNTY AP PAYMENT 240329	25,392.00

DAILY BALANCES

Date	Amount	Date	Amount	Date	Amount
02-29	1,877,806.45	03-12	2,069,907.22	03-21	1,672,732.01
03-01	1,907,159.81	03-13	1,916,931.24	03-22	1,672,067.28
03-04	1,902,109.72	03-14	1,772,906.99	03-25	1,671,435.24
03-05	1,828,338.35	03-15	1,708,680.89	03-26	1,623,224.69
03-06	1,788,726.76	03-18	1,707,665.60	03-27	1,459,595.84
03-08	1,779,377.68	03-19	1,694,644.61	03-28	1,458,306.40
03-11	2,200,519.21	03-20	1,693,364.61	03-29	1,431,770.84

OAKLAND MILITARY INSTITUTE
March 31, 2024

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XXXXXX7531

OVERDRAFT/RETURN ITEM FEES

	Total for this period	Total year-to-date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

Thank you for banking with Bridge Bank

To Reconcile Your Checking Account:

1. Subtract from your checkbook balance any service charge, fees, preauthorized automatic payments or transfers, withdrawals (including ATM) which have been deducted on this statement.
2. Compare and check off paid checks against your checkbook record. Note: An * on your statement indicates a break in check sequence.
3. List checks not accounted for in the section marked "Checks Outstanding" and complete the statement of reconciliation.

CHECKS OUTSTANDING				STATEMENT OF RECONCILIATION			
Number	Amount	Number	Amount	Number	Amount	Ending balance from this statement	\$
						ADD deposits made but not shown on this statement	
						SUB TOTAL	
						SUBTRACT TOTAL CHECKS OUTSTANDING	
TOTAL CHECKS OUTSTANDING				\$		TOTAL Should agree with your checkbook balance	\$

If the total does not agree with your checkbook balance, the difference may be located by (1) checking the addition and subtraction in your checkbook record, (2) making sure each check and deposit was entered correctly in your record, (3) reviewing each step in the balancing procedure.

IMPORTANT INFORMATION ABOUT REVIEWING YOUR STATEMENT

You are responsible for promptly examining your statement each statement period and reporting any irregularities to us. The periodic statement will be considered correct for all purposes and we will not be liable for any payment made and charged to your Account unless you notify us in writing within certain time limits after the statement and checks are made available to you. We will not be liable for any check that is altered or any signature that is forged unless you notify us within thirty (30) calendar days after the statement is made available. Also, we will not be liable for any subsequent items paid, in good faith, containing an unauthorized signature or alteration by the same wrongdoer unless you notify us within thirty (30) calendar days after the statement is made available. If you have requested us to hold your Account statements, we have the right to mail your statements if you have not claimed them within thirty (30) calendar days. If we truncate your checks or provide you with an image of your checks, you understand that your original checks will not be returned to you with your statement. You agree that our retention of checks does not alter or waive your responsibility to examine your statements or change the time limits for notifying us of any errors.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS

Write us at 55 Almaden Blvd, Suite 100, San Jose, CA 95113, telephone us at (408) 423-8500 or E-mail us at sanjose@bridgebank.com as soon as you think your statement or receipt is wrong or if you need more information about a transfer on this statement. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared. In your letter:

- Tell us your name and account number.
- Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe it is an error or why you need more information.
- Tell us the dollar amount of the suspected error.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days to do this (or 20 business days for a new account), we will credit your account for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation.

METHOD USED TO DETERMINE THE BALANCE ON WHICH THE INTEREST CHARGE WILL BE COMPUTED

Revolving Lines of Credit- We figure the interest charge on your account by applying the periodic rate to the "daily balance" of your account for each day in the billing cycle. To get the "daily balance" we take the beginning balance of your account each day, add any new advances and fees and subtract any unpaid interest charges and any payments or credits. This gives us the daily balance.

The Annual Percentage Rate and Daily Periodic Rate may vary.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR STATEMENT

If you think there is an error on your statement, write to us at: Bridge Bank, 55 Almaden Blvd, Suite 100, San Jose, CA 95113

In your letter, give us the following information:

- *Account information:* Your name and account number.
- *Dollar amount:* The dollar amount of the suspected error.
- *Description of Problem:* If you think there is an error on your bill, describe what you believe is wrong and why you believe it is a mistake. You must contact us within 60 days after the error appeared on your statement. You must notify us of any potential errors *in writing*. You may call us, but if you do we are not required to investigate any potential errors and you may have to pay the amount in question. While we investigate whether or not there has been an error, the following are true:
 - We cannot try to collect the amount in question, or report you as delinquent on that amount.
 - The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But, if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount.
 - While you do not have to pay the amount in question, you are responsible for the remainder of your balance.
 - We can apply any unpaid amount against your credit limit.

NOTICE OF FURNISHING NEGATIVE INFORMATION-We may report information about your account to credit bureaus. Late payments, missed payments, or other defaults on your account may be reflected in your credit report.

DIRECT DEPOSITS-If you have arranged to have direct deposits made to your account at least once every 60 days from the same person or company, you can call us at (866) 540-0467 to find out if the deposit has been made.



Coversheet

Personnel Report

Section: III. Approval of Consent Items
Item: C. Personnel Report
Purpose:
Submitted by: Kathryn Wong/SGT Melanie Ruiz
Related Material: Staff Changes for Civilian Staff 5-16-2024 BM.pdf
Staff Changes for MilStaff 5-16-2024 BM.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 March 14, 2024.

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 March 15, 2024,- May 1, 2024

New Hire:				
Last Name	First Name	Job Title Description	FTE	Start Date / Separation Date:
Neal	My	SPED Aide	1	3/21/2024
Chanin-Meiers	Joseph	Substitute Teacher	1	4/12/2024
Transfers:				
Last Name	First Name	Job Title Description		
Promotion:				
Last Name	First Name	Job Title Description		
Separations:				
Last Name	First Name	Job Title Description		
Cain	Michael	SPED Teacher	1	4/8/2024
Teacher/Staff Vacancies:				
ELD Teacher			1	
Biology Teacher			1	
After School Aide			0.5	
SPED Teacher			1	

Oakland Military Institute (OMI) College Preparatory Academy School Military Staff as of November 1, 2023 - December 10, 2023				
New Hire:			FTE	Start Date / Separation Date:
Last Name	First Name	Job Title Description		
Military Furlough				
Last Name	First Name	Job Title Description		
Promotion:				
Last Name	First Name	Job Title Description		
Separations:				
Last Name	First Name	Job Title Description		
LTC Salazar	Vincent	Comptroller		3/31/2024

Coversheet

New Contracts

Section: III. Approval of Consent Items
Item: D. New Contracts
Purpose:
Submitted by: Jacque Eischens
Related Material: Invoice_POWER SCHOOL NAVIANCE.pdf
MOU Teacher Induction Program Sac County.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: Powerschool Naviance

Contract #2: MOU Teacher Induction Program Sacramento County

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.



Invoice

Date: 05/02/2024
 Invoice#: INV394613
 Due Date: 07/01/2024
 Customer ID: 10008752

Bill To
 Oakland Military Institute College Preparatory Academy
 3877 Lusk St
 Oakland CA 94608
 United States

Ship To
 Oakland Military Institute College Preparatory Academy
 3877 Lusk St
 Oakland CA 94608
 United States

VAT:

PO#	Quote#	Customer Success Manager
PN Q-818224-20240429-1109	Q-818224	CS-Inside (Digital)

Product Description	Qty	Unit	Tax	Unit Price	Extended Price
SW-NAV-S-NVAT: Naviance Alumni Tracker Invoice Period: 07/01/2024 - 06/30/2025	1	Per Building	\$0.00	473.03	\$473.03
SW-NAV-S-NVCO: Naviance Core Invoice Period: 07/01/2024 - 06/30/2025	451	Students	\$0.00	6.68	\$3,012.68
SW-NAV-S-NVCOAS: Naviance Core: Assessment Invoice Period: 07/01/2024 - 06/30/2025	451	Students	\$0.00	0.00	\$0.00

Subtotal	Tax Total	Total (USD)
\$3,485.71	\$0.00	\$3,485.71

Pay Now

Amt. Due (USD)
\$3,485.71

Thank you for your business

Remit by Check (US Mail Only): POWERSCHOOL GROUP LLC PO BOX 888408 LOS ANGELES, CA 90088-8408	Remit by Check (Courier): LOCKBOX SERVICES POWERSCHOOL GROUP LLC - Box 888408 3440 FLAIR DRIVE, 4th FLOOR EL MONTE, CA 91731	Remit by Wire or ACH: Wells Fargo Bank, NA Account Name: PowerSchool Group LLC ABA Routing No: 121000248 Account No: 4633847017 SWIFT: WFBIUS6S (Include invoice number in transmission)	Customer Service: ar@powerschool.com 888-265-7641 (Toll-Free) 916-357-9934 (Fax)
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**Memorandum of Understanding
Teacher Induction Program
Sacramento County Office of Education
and Oakland Military Academy**

Sacramento County Office of Education (SCOE) administers an approved Commission on Teacher Credentialing (CTC) Teacher Induction Program (Teacher Induction Program) to provide a pathway for General Education Multiple Subject, Single Subject, and Education Specialists (Credential Candidates) to obtain clear credentials. As part of SCOE's administration of this Teacher Induction Program, SCOE partners with charter, private and district schools (Program Partners) to provide requisite training, on the job experience, and mentoring for clear Credential Candidates beginning in the first year of teaching.

The Teacher Induction Program is advised by the SCOE Teacher Preparation Advisory Council (Advisory Council), composed of program leaders, district mentors and district administrators that provides advisement to all SCOE teacher preparation programs including the intern program. The Advisory Council provides feedback and advisement to the Induction Program and helps enhance PK-20 education collaboration.

The purpose of this Memorandum of Understanding (MOU) is to establish a formal working relationship between the parties and to set forth the operative conditions that will govern them.

I. Parties

This MOU is entered between SCOE and the **Oakland Military Academy** (District) to implement the Teacher Induction Program.

II. Term

The effective dates of this MOU are July 1, 2024 through June 30, 2025. Either party may terminate this agreement upon written notice submitted to the Advisory Council no later than 180 days prior to the start of the next school year.

III. Responsibilities - General

A. SCOE shall:

1. Be responsible for ensuring the Teacher Induction Program fulfills the applicable standards of program quality and effectiveness adopted by the CTC and the California Department of Education (CDE) through the development of the Teacher Induction Program.
2. Supply to the CTC and CDE reports and other information as requested on all matters related to program requirements and activities.
3. Employ staff to perform services as described in the Teacher Induction Program Standards and budget guidelines.
4. Provide a workspace for SCOE's Teacher Induction Program staff including computer, fax access, telephone, and meeting space for program activities.

5. Develop an annual program budget.
6. Establish a payment schedule and reporting requirements for the fee for service for each eligible credential candidate.
7. Develop and establish contracts with outside vendors for professional services as needed and/or required.
8. Facilitate a process for program implementation and training for all Teacher Induction Program Credential Candidates and mentors involved in the program.
9. Provide a Teacher Induction Program orientation for all site administrators that outlines administrators' role(s) in supporting candidates in the implementation of their Individual Learning Plan (ILP) goal and other program processes.
10. Advise participants of an Early Completion Option for "experienced and exceptional" candidates.
11. Convene the Advisory Council and develop other administrative processes in alignment with CTC Teacher Induction Program Standards.
12. Participate in program evaluation.

B. District agrees to the following:

1. The District superintendent (or designee) will serve as the District Advisor. The District Advisor shall provide feedback and support to SCOE's Teacher Induction Program directors and may serve on the Advisory Council.
2. The District will appoint a Teacher Induction Program Coordinator according to established guidelines to oversee all Teacher Induction Program activities within the District and assume the responsibilities established by this MOU. The Program Coordinator will attend **all** of the following meetings/events annually at SCOE: Fall Planning Day, Winter Coordinator Meeting, and Spring Planning Day.
3. The District will assess Credential Candidates to ensure that they meet enrollment criteria and enroll and serve eligible Credential Candidates according to induction requirements and criteria established by the Teacher Induction Program.
4. By October 1, 2024, District will identify all teachers who are in their first year of teaching or first year of teaching in the District and other candidates who are eligible for Teacher Induction Program services as described by CTC guidelines attached hereto and incorporated herein by reference as Exhibit 1.
5. By October 13, 2024, District will confirm all participants for purposes of invoicing.
6. District will identify all school sites with eligible Credential Candidates and request all site administrators of those school sites to attend an orientation that outlines the administrators' role(s) in supporting candidates in the implementation of their ILP goal and other program processes.
7. District will communicate to all site administrators, the Teacher Induction Program requirements, including release time -for mentors to participate in required observations (2-3 days) and employer input into the credential candidate's development of an ILP within the first 30 days of enrollment in the program. **The ILP will be solely used for professional growth and development of the participating teacher, not for evaluation or employment purposes.**

8. District will select experienced teachers as Teacher Induction Program Mentors (Mentors) according to established criteria as outlined in CTC's 2016 Teacher Induction Program Standards attached hereto and incorporated herein by reference as Exhibit 2, and ensure Mentors attend all required Teacher Induction Program events and trainings.
9. District will assign a qualified Mentor to each eligible credential candidate within 15 days of enrollment in the Program who meets the CTC's identified criteria of a valid corresponding Clear or Life Credential, three (3) years successful teaching experience, and English learner authorization. And District will pair Credential Candidates with Mentors who most closely match their teaching assignment, including grade level, subject matter, and credential.
10. District will ensure Mentors will meet in one-to-one consultations with the participating teacher(s) as described in the Teacher Induction Program.
11. District will ensure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring.
12. District will arrange for substitute teachers if necessary to allow for Mentors' observations of their Credential Candidates and candidate observation of peers.
13. District will provide on-going information about Teacher Induction Program activities to the District's governing board.
14. District will participate in required program evaluation.
15. District agrees to fulfill all completion requirements as stated in the approved induction program pathway attached hereto and incorporated herein by reference as Exhibit 3.

IV. Responsibilities – Fiscal

A. SCOE, in its capacity as the Teacher Induction Program's Local Education Agency, agrees to the following:

1. Provide overall fiscal responsibility for the administration of the Teacher Induction Program.
2. Develop and maintain a balanced budget that allocates amounts sufficient to meet the costs of implementing program responsibilities as described in the Teacher Induction Program Budget.
3. Expend income according to regularly established policies and procedures.

B. The District agrees to the following:

1. Pay \$2,000 per teacher credential candidate cost-for-service fee per year of a two-year Teacher Induction Program. District agrees to pay the full fee unless written notice is provided to SCOE per number 4, below.
2. In addition to the Teacher Induction Program fee of \$2,000, there will be an additional one-time fee of \$500 for Education Specialist Level I candidates who are required to demonstrate competency in Level II content standards via the SCOE Teacher Induction Program Level II Portfolio process. The \$500 fee will support the review of the candidate's portfolio and recommendation for the clear Education Specialist credential.

3. Pay \$2,500 cost-for-service fee for each teacher credential candidate who has met the criteria for, and has been accepted as, a candidate for the one year Early Completion Option (ECO), in lieu of the two-year program.
4. Provide written notice to SCOE of any teacher credential candidate who discontinues program participation. Written notice should be provided via email to Marie Callahan (mcallahan@scoe.net). Refund total is determined **by the date SCOE receives written notice, not the teacher drop date.**

SCOE will provide a refund to the District according to the following schedule:

Date SCOE Receives Written Notice	Amount of Refund
Jul. 1- Oct. 31	100% of Teacher Candidate fee
Nov.1- Dec. 31	50% of Teacher Candidate fee
Jan. 1 - Jan. 31	25% of Teacher Candidate fee
Feb. 1-Jun. 30	No refund

5. Designate a Fiscal Contact to maintain fiscal records related to the District’s Teacher Induction- Program and provide them to the Teacher Induction Program upon request.

V. Ownership of Materials

Any and all products developed by the Teacher Induction Program are the exclusive property of the SCOE. School districts, their employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the express written permission of SCOE. SCOE and the Teacher Induction Program shall have the authority to adapt and adopt materials developed by the Teacher Induction Program for dissemination purposes.

VI. Compliance with CTC Requirements

Pursuant to Education Code Section 44227 both parties agree to adhere to the General Preconditions (requirements 1-6) established by the CTC, which are attached to this MOU as Exhibit 4 and incorporated herein by reference.

VII. General Terms.

A. Entire MOU:

This MOU contains the Parties’ entire written agreement. Any representations or promises not specifically detailed in this document will not be valid or binding on the Parties to this MOU. Any modification to the terms of this MOU must be made in writing and signed by all Parties to this MOU.

B. Indemnification:

1. District agrees to defend, indemnify, and hold harmless SCOE (including its directors, agents, officers and employees) from any claim, action, or proceeding arising from any actual or alleged acts or omissions of District (its director, agents, officers, or employees) in performing its duties and obligations described in this MOU or imposed by law.

SCOE agrees to defend, indemnify, and hold harmless District (including its directors, agents, officers and employees) from any claim, action, or proceeding arising from any actual or alleged acts or omissions of SCOE (its director, agents, officers, or employees) in performing its duties and obligations described in this MOU or imposed by law.

2. Each party shall be responsible for maintaining the confidentiality of employee data to the extent required by law. If either party fails to comply with this requirement it shall hold the non-offending party harmless and indemnify that party for the breach of confidentiality.

3. The principles of comparative fault shall govern this agreement. This provision shall survive the termination of this agreement.

C. Independent Agents:

This MOU is by and between two independent agents and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association. The employees and agents of each party shall not be entitled to the employment benefits of the other by virtue of this MOU. Each party shall remain responsible for worker's compensation and other employment laws for their respective employees.

D. Nondiscrimination Clause:

Any service provided by either party pursuant to this MOU shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, ethnicity, ethnic group identification, immigration status, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

E. Force Majeure

No party shall be liable to the other for delays or failures in performance under this MOU for events beyond their reasonable control, including acts of God, war, government regulation, terrorism, disaster, strikes of a third-party, civil disorder, curtailment of transportation facilities, pandemics, infectious disease outbreak, or similar occurrence beyond the party's control, making it impossible, illegal, or commercially impracticable for one or both parties to perform its obligations under this MOU, in whole or in part.

F. Execution of MOU:

This MOU may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

G. Signatures:

By affixing its signature to this MOU, each party warrants and represents that each has the authority to enter into this MOU and to perform all obligations under the MOU, and further that the signatory of this MOU is authorized to legally bind the party.

By: 
Signature of Authorized Official
Sacramento County Office of Education

Ivan Myrick

Title: Director, Financial Services

Date: 4/12/24

By: 
Signature of Authorized Official
Oakland Military Academy

Printed Name: Mary Streshly

Title: Superintendent

Date: 4/18/2024

Coversheet

2024-2025 Academic Calendar

Section: III. Approval of Consent Items
Item: E. 2024-2025 Academic Calendar
Purpose:
Submitted by: Kathryn Wong
Related Material: 2024-2025 Academic Calendar for BM 5-16-2024.pdf

BACKGROUND:

The first day of school for the 2024-2025 school year is August 6, 2024. Please review the attached 2024-2025 academic calendar.

RECOMMENDATION:

The staff recommends the OMI Board of Directors approve the 2024-2025 Academic Calendar.

Coversheet

Complaint Forms

Section: III. Approval of Consent Items
Item: F. Complaint Forms
Purpose:
Submitted by: Kathryn Wong
Related Material: OMI General Complaint Policy.docx (1).pdf
Uniform Complaint Procedures.pdf

BACKGROUND:

To stay up to date it is recommended that the Uniform Complaint, Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy, and the General Complaint is updated for the 2024-2025 school year. After these policies are approved they should be posted on OMI's website.

RECOMMENDATION:

OMI Staff recommends that the Board of Directors approve the complaint forms as presented to use for the foreseeable future.



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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GENERAL COMPLAINT POLICY

Oakland Military Institute College Preparatory Academy (“Charter School”) has adopted this General Complaint Policy to address concerns about the Charter School generally and/or regarding specific Charter School employees. For complaints regarding unlawful discrimination, harassment, intimidation or bullying, unlawful pupil fees, or other specific perceived violations of state or federal laws, please refer to the Charter School’s Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Charter School’s Uniform Complaint Policy and Procedures. For all other complaints, this Policy, the General Complaint Form, and accompanying procedures will be appropriate. For any questions regarding the application of this Policy or the Charter School’s other policies, please contact the Human Resources Manager, Kathryn Wong at kwong@omiacademy.org.

This Policy shall be used when a non-employee complainant raises a complaint or concern about Charter School generally or a Charter School employee.

If reasonably feasible, third-party complaints shall be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the Charter School employee directly. However, in the event an informal resolution cannot be achieved or is not appropriate, the following steps will be followed:

1. The complainant begins the process by filing a written complaint using a General Complaint Form (sample below) with the office of the Superintendent as soon as possible after the events that give rise to the complainant’s concerns. The written complaint shall set forth in detail the factual basis for the complaint;
2. The Superintendent (or designee) shall use their best efforts to ascertain the facts relating to the complaint. When applicable, the Superintendent (or designee) shall confer with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts; and
3. In the event that the Superintendent (or designee) finds that a complaint is valid, the Superintendent (or designee) shall take appropriate action to resolve the concern. In the event the complaint is against an employee of the Charter School, the Superintendent (or designee) may take disciplinary action against the employee. As appropriate, the Superintendent (or designee) may counsel or reprimand employees as to their conduct without initiating formal disciplinary measures. The Superintendent’s (or designee’s) decision relating to the complaint shall be final.



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4. If the complaint is about the Superintendent, the complainant may file their complaint by using a General Complaint Form (sample below) and sending it to the Chair of the Board, who will then conduct a fact-finding investigation or authorize a third-party investigator on behalf of the Charter School. The Chair or investigator will report the findings to the Board, in closed session for review and further action, if necessary.
5. The Superintendent or Chair shall draft a written response to the complainant indicating that the matter has been investigated and sufficiently addressed. If appropriate, the response may include general details about the manner of the resolution, but at all times employee and student privacy rights shall be maintained. No response may include any details about adverse action taken against a student or employee.

GENERAL ASSURANCES

1. Confidentiality: All complainants shall be notified that information obtained from the complainants, and thereafter gathered during the investigation, shall be maintained in a manner as confidential as possible, but in some circumstances, absolute confidentiality cannot be guaranteed.
2. Non-Retaliation: All complainants shall be advised that complainants shall be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board, Superintendent, or designee will investigate complaints appropriately under the circumstances, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.



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GENERAL COMPLAINT FORM

Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) this complaint is about (if known and applicable):

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (e.g. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. Employees providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Print Name

Print Name

Date

To be completed by OMI:

Received by:

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
GENERAL COMPLAINT POLICY
Board Policy #:5/16/2024
Adopted/Ratified: [INSERT]
Revision Date: [INSERT]



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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Date

DRAFT

Board Policy #: [INSERT]
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OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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UNIFORM COMPLAINT POLICY AND PROCEDURES

Oakland Military Institute College Preparatory Academy (“OMI”) complies with applicable federal and state laws and regulations. OMI is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any OMI program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
 - Accommodations for Pregnant, Parenting or Lactating Students;
 - Adult Education Programs;
 - Career Technical and Technical Education and Training Programs;
 - Child Care and Development Programs;
 - Migrant Child Education Programs;
 - Consolidated Categorical Aid Programs;
 - Every Student Succeeds Act;
 - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - Regional Occupational Centers and Programs;
 - School Safety Plans; and/or

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- State Preschool Programs.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
 - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
 - c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
 - d. If OMI finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, OMI shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by OMI to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or OMI and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
 4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or LCAP under Education Code sections 47606.5 and 47607.3, as

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applicable. If OMI adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

OMI acknowledges and respects every individual’s right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. OMI cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, OMI will attempt to do so as appropriate. OMI may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. OMI shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure OMI’s compliance with law:

Kathryn Wong
Human Resources Manager
3877 Lusk Street
Oakland CA 94608
510-594-3946

The Superintendent or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the President of the OMI Board of Directors.

Notifications

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Adopted/Ratified:[5/16/2024]
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The Superintendent or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on OMI's website.

OMI shall annually provide written notification of OMI's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in OMI speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that OMI is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that OMI is operating pursuant to Title 22 licensing requirements.
3. A statement that OMI is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal OMI's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of OMI's Decision, except if OMI has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals OMI's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

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9. A statement that if OMI finds merit in a UCP complaint, or the CDE finds merit in an appeal, OMI shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of OMI's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that OMI has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Superintendent or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Superintendent or designee shall be made in writing. The period for filing may be extended by the Superintendent or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Superintendent shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the OMI Board of Directors approved the LCAP or the annual update was adopted by OMI.

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The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, OMI staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend OMI's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

OMI's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

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OMI shall issue an investigation report (the “Decision”) based on the evidence. OMI’s Decision shall be in writing and sent to the complainant within sixty (60) calendar days of OMI’s receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. OMI’s Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether OMI is in compliance with the relevant law.
3. Corrective actions, if OMI finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant’s right to appeal OMI’s Decision within thirty (30) calendar days to the CDE, except when OMI has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and the employee was informed of OMI’s expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with OMI and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. OMI failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, OMI’s Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in OMI’s Decision are not supported by substantial evidence.
4. The legal conclusion in OMI’s Decision is inconsistent with the law.
5. In a case in which OMI’s Decision found noncompliance; the corrective actions fail to provide a proper remedy.

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Upon notification by the CDE that the complainant has appealed the Decision, the Superintendent or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of OMI's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to OMI for resolution as a new complaint. If the CDE notifies OMI that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, OMI will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by OMI when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, OMI has not taken action within sixty (60) calendar days of the date the complaint was filed with OMI.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of OMI's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must

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wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if OMI has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

DRAFT



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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



UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
 Student Name (if applicable): _____ Grade: _____ Date of Birth: _____
 Street Address/Apt. #: _____
 City: _____ State: _____ Zip Code: _____
 Home Phone: _____ Cell Phone: _____ Work Phone: _____
 School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Adult Education Programs | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> School Plans for School Achievement |
| <input type="checkbox"/> Career Technical and Technical Education and Training | <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan | <input type="checkbox"/> School Safety Plan |
| <input type="checkbox"/> Child Care and Development Programs | <input type="checkbox"/> Migrant Child Education Programs | <input type="checkbox"/> State Preschool Programs |
| <input type="checkbox"/> Consolidated Categorical Aid Programs | <input type="checkbox"/> Regional Occupational Centers and Programs | <input type="checkbox"/> Pupil Fees |
| <input type="checkbox"/> Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | | |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|--------------------------------|---|
| Age | Genetic Information | Sex (Actual or Perceived) |
| Ancestry | Immigration Status/Citizenship | Sexual Orientation (Actual or Perceived) |
| Color | Marital Status | Based on association with a person or group with one or more of these actual or perceived characteristics |
| Disability (Mental or Physical) | Medical Condition | |
| Ethnic Group Identification | Nationality / National Origin | |
| Gender / Gender Expression / Gender Identity | Race or Ethnicity | |
| | Religion | |

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- 1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

- 2. Have you discussed your complaint or brought your complaint to any OMI personnel? If you have, to whom did you take the complaint, and what was the result?

- 3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes No

Signature: _____ Date: _____

Mail the complaint and any relevant documents to the Compliance Officer:

Kathryn Wong
Human Resources Manager
3877 Lusk Street
Oakland CA 94608
510-594-3946

4869-7853-9825, v. 4

Coversheet

Job Descriptions

Section: III. Approval of Consent Items

Item: G. Job Descriptions

Purpose:

Submitted by: Shann Chu/Kathryn Wong

Related Material:

After School and Community Engagement Manager Job Description.pdf

Director of Dual Enrollment and College Pathways Job Description 24-25.pdf

_Facilities Manager .docx.pdf

BACKGROUND:

In the development of the Governors Baccalaureate Degree Program, the Director Director of Dual Enrollment and College Pathways will collaborate with higher education and workforce partners to establish career pathways opportunities, create Dual Enrollment programs in conjunction with A-G, graduation and CTE/Pathways initiatives, integrate support systems to ensure that all cadets can access the GBDP successfully, and manage grants and external stakeholders to maintain and grow Dual Enrollment connections. This position will also work closely with all OMI programs to align stakeholders towards the GBDP through post-secondary participation.

The staff recommends having an After School and Community Manager in-house to save on cost and not outsource to a third party. This will also help the culture and climate by building the Grizzly Night and other opportunities for families to attend school functions.

The staff recommends the Facilities Technician be moved and be promoted to Facilities Manager to remove the burden of overtime pay and recognize the level and duties of our Facilities Technician.

RECOMMENDATION:

OMI Staff recommends that the Board of Directors approve the proposal for these new positions.



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Job Description: After-School and Community Engagement Manager

Classified Management

Work Year - 260 Days

SUMMARY DEFINITION

Under the direction of the Superintendent and Commandant, develop and maintain defined expectations regarding after-school programs and community engagement for OMI's 6th-9th grade cadets. By managing the after-school staff, budgeting, student direction, guidance, program and curriculum implementation, parent interactions, and facilities. Must foster strong relationships between cadets, parents, and the staff. Coordinate and meet state and federal requirements.

ESSENTIAL DUTIES/ RESPONSIBILITIES

- Oversee daily operations of the program, creating a high-energy, organized, professional experience for students and staff alike.
- Responsible for staff scheduling, budgeting, and operational logistics of a program site.
- Work with all staff and 3rd-party associated with the after-school program to ensure a safe, fun, and exciting work environment/educational environment is provided.
- Enforce safety procedures and emergency rules.
- Develop a Program Logistics & Emergency Preparedness
- Assist in the creation, planning, and implementation of new or existing curriculum
- Supervision: Lead Instructional staff members at the Program Site
- Ensuring quality group leadership, high energy, and overall professional performance
- Review all resumes, attend interviews, and help with the onboarding process.
- Approve all timecards for the after-school program staff
- Creatively ensure initial opportunities for team building & development;
- Assign, delegate, and empower in a supportive, necessary, and effective manner;
- Set, work toward, and achieve measurable professional/personal development goals for employees based on their stated goals and program expectations;
- Oversee work performance (which may include addressing areas of improvement or prompt disciplinary action) and satisfaction surveys

- Handle questions, comments and/or complaints regarding education programs and events professionally and tactfully.
- Attend & schedule employee training programs and other training/meetings as directed.
- Complete mandatory training as directed.
- Submit regular reporting on program status
- Attend Grizzly Night; School Site Council(SSC), Parent Teacher Cadet Alliance(PTCA), English Learner Advisory Council(ELAC)
- Additional tasks such as outreach and recruitment
- Assist with special projects
- Tutoring, academic recovery, extracurricular activities
- Assist in the sports program
- Supervision
- Front office support
- Other duties as assigned

RELATED EXPERIENCE:

Minimum of five years of experience in an after-school program with an increasingly responsible management position.

REQUIRED EDUCATION AND LICENSES AND/OR CERTIFICATIONS:

Minimum of bachelor's degree; master's degree preferred

OTHER REQUIREMENTS

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

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

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OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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

Job Description: Director of Dual Enrollment and College Pathways

Certificated Management

Work Year - 260 Days

SUMMARY DEFINITION

Under the direction of the Superintendent, develop and maintain defined expectations regarding Dual Enrollment and College Pathways across OMI's 6th-12th grade program. Manage and direct staff members to ensure that the necessary planning for multi-institutional, higher educational, and careers meeting the needs of cadets; foster strong relationships between internal and external stakeholders. Oversee instructional staff, data management, external partners and parent/community engagement . Coordinate professional learning; identify needed refinements, dual enrollment and pathway practices; and direct the implementation of new initiatives to meet state and federal requirements in support of all cadets.

SUMMARY DEFINITION

Under the direction of the Superintendent, develop and maintain defined expectations regarding Dual Enrollment and College Pathways across OMI's 6th-12th grade program. Manage and direct staff members to ensure that the necessary planning for multi-institutional, higher educational, and careers meeting the needs of cadets; foster strong relationships between internal and external stakeholders. Oversee instructional staff, data management, external partners and parent/community engagement . Coordinate professional learning; identify needed refinements dual enrollment and pathway practices; and direct the implementation of new initiatives to meet state and federal requirements in support of all cadets.

ESSENTIAL DUTIES/ RESPONSIBILITIES

1. Represent the OMI Board and interpret its policies in the school and the community.
2. Work with teachers and staff to develop and implement a shared dual enrollment and career pathway process
3. Assume responsibility for the administration of areas pertaining to dual enrollment and career pathways development and implementation



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4. Provide instructional leadership through the supervision and evaluation of personnel concerned with DE and CP programs such as teachers, counselors, instructional advisors, specialists and other assigned staff.
5. Promote professional growth of staff through such activities as in-service training, conferences, and graduate work.
6. Oversee the management of state and federal data reporting for OMI DE and CP.
7. Develop, plan and coordinate parent/community school events, including publicizing the Governors Baccalaureate Degree and OMI careers initiatives.
8. Supervise extracurricular activities as needed.
9. Participate actively in professional associations at the local, state and national level.
10. Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

1. Principles and practices of supporting a DE academic and work environment
2. Higher Education and K-12 Dual Enrollment regulations and guidelines
3. Applicable federal, state, and local laws, regulatory codes, ordinances, and procedures relevant to assigned programs, projects, and operations of DE and CP
4. Best practices in addressing educational disparities among various student groups, especially instructional interventions based on the specific orientation and backgrounds of a diverse group of students
5. Administrative principles and practices, including goal setting, program development, implementation, and evaluation, and project management
6. Principles and practices of public agency budget development and administration and sound financial management policies and procedures
7. Principles and practices of employee supervision, including work planning, assignment, review and evaluation, and the training of staff in work procedures
8. Principles and procedures for the development and implementation of program review, curriculum standards and instructional programs, services, plans, strategies, processes, systems, projects, courses, goals, and objectives
9. Principles and procedures of record keeping, technical report writing, and preparation of reports, correspondence, and presentations
10. Effective communication, mentoring, coaching, and conflict resolution strategies
11. Operations of educational systems, including K-12 and 4-year universities



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12. Techniques for effectively representing OMI in contacts with governmental agencies, community groups, and various business, professional, educational, regulatory, and legislative organizations
13. Techniques for providing a high level of customer service by effectively interacting with the public, vendors, students, and staff, including individuals of various ages, disabilities, various socio-economic and ethnic groups.

EXPERIENCE AND EDUCATION

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

- A minimum of five (5) years of administrative experience as a school leader (strongly desired).
- Professional administrative credential and/or master's degree in education, business administration, public administration or equivalent (strongly desired).
- Extensive academic knowledge and/or hands on experience with academics with/in charter schools (strongly desired).
- Knowledge of Dual Enrollment, CTE/Pathways Development, and Workforce and Careers Engagement.(strongly desired).

At least five years' experience in the education field, preferably in the following format:

- teaching or administering in a low socioeconomic school with demonstrated exemplary results in measurable student achievement.
- leadership (teacher or administrative) in a low socioeconomic school with demonstrated exemplary results.

OTHER REQUIREMENTS

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

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



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Job Description: Facilities Manager

Classified: Exempt

Work Year - 260 days

SUMMARY DEFINITION

Under direction of the Chief Financial Officer, organizes, posts, and maintains complex records relating to facilities use; accurately prepares appropriate memos concerning facilities; handles incoming traffic and calls relating to facilities; initiates and receives telephone calls and in-person contacts; composes correspondence and answers questions related to facilities; interfaces with members of the public, staff, and local government agencies; learns and applies specialized and technical procedures and performs related duties and responsibilities as required or assigned.

ESSENTIAL DUTIES/ RESPONSIBILITIES

- Compile and maintain basic record systems and files on facilities reports, correspondence, and other communications regarding facilities use.
- Organize, maintain, and service OMI facilities.
- Ensure school staff adhere to facilities safety per local and state code requirements and general best practices (extension cords, storage, etc.).
- Serve as an interface between Educational Services, Human Resources, and Business Services administrators relating to OMI facilities.
- May respond to any facility-related emergency 24 hours a day, seven days a week.
- Work cooperatively and effectively with faculty and staff, without direct supervision on some assigned projects.
- Work with Business Services and other OMI personnel in coordinating matters relating to facilities.
- Assist in moving and arranging furniture and equipment, and setting up rooms.
- Prepare fields for special events and/or athletic events at the secondary level.
- Take care of equipment and materials and make minor nontechnical repairs; replace lights; adjust shades or blinds, furniture and desks; change heating filters.
- Inspect grounds, parking lots, and sidewalks and report any unsafe conditions.
- Inspect for and report safety problems that cannot be easily remedied.
- Properly dispose of hazardous and infectious materials in accordance with charter policies and procedures.
- Keep informed of current methods, practices, regulations and guidelines pertaining to charter plant operation and maintenance.
- Serve as the liaison between OMI and contractors for facilities upgrades or cleaning.
- Participate in a thorough cleaning and restoration of school plant during summer vacation and other periods; wash, remove, and stack furniture; wash walls and woodwork; wash



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whiteboards; strip floors using power equipment; seal and wax floors; paint exterior and interior walls.

- Serve as the main point of contact for inspections
- Oversee custodial personnel
- Oversee night staff
- Other related duties as assigned.

QUALIFICATIONS

The Oakland Military Institute – College Preparatory Academy (OMI) determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting the prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

Knowledge of:

- English grammar, spelling, and arithmetic.
- Letter writing and composition.
- Modern office methods, procedures, terms and equipment.
- Computer systems including school facility scheduling, spreadsheet and word processing software.
- Good vocabulary.
- Principles of staff and public relations.
- Safe working methods and procedures.
- Facilities use and objectives.

Ability to:

- Read, understand, explain, and apply technical facilities use, athletics, educational, business, and personnel policies and materials that have legal implications.
- Operate standard office equipment including computers.
- Follow oral and written instructions.
- Establish and maintain effective relationships with OMI staff, staff from local governmental agencies, personnel representing community organizations, and individual members of the public.

EXPERIENCE AND EDUCATION

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



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Experience: Four years of responsible facilities experience, including responsibility for accurate recordkeeping.

Education: Graduation from high school; possession of AA degree or equivalent preferred, including or supplemented by training in use of computers and office practices.

OTHER REQUIREMENTS

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

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

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Coversheet

After School Education and Safety Plan

Section: III. Approval of Consent Items
Item: H. After School Education and Safety Plan
Purpose:
Submitted by: Shann Chu
Related Material: AFTER SCHOOL EDUCATION AND SAFETY Plan 5-16-2024 BM (1).pdf
AMIMG Expenditure Plan BM 5-16-2024.pdf

BACKGROUND:

The After School Education and Safety (ASES) grant delineates the supports and activities serving grades 6-8 cadets. In partnership with Hands on Technology Education (HOTE), ASES provide after school programming through the proposed 2025-26 year. HOTE's mission is to provide learning goals, opportunities, and activities that are tailored specifically for the middle-school age students to receive and obtain theoretical and hands-on application of computer and electrical engineering concepts. Learning goals are broken up into segments that are optimal for the attention span and needs of our students. Equally, their curriculum is customized based on each student's age and experience/knowledge levels of the subject. To complement the STEAM focused activities, HOTE also partners with us to provide after school intramural sports and academic recovery as part of our OMI ASP.

RECOMMENDATION:

OMI Staff recommends that the Board of Directors review and approve the ASES grant.

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN

Prepared by:

Oakland Military Institute, College Preparatory Academy

Oakland Military Institute

3877 Lusk Street

Oakland, CA 94608

510-594-3900

In Partnership with:

Hands-on Technology Education

Revised May 2024

After School Program Plan Oakland Military Institute

Overview:

- Grant Identification Number: 01-23939-C349-EZ
- County District School (CDS) Code: 01612590130617
- Authorized Signatory:

Jacque Eischens
Chief Business Officer
3877 Lusk Street
Oakland, CA, 94608
(510) 594-3900
jeischens@omiacademy.org

- Superintendent:

Mary Streshly
Superintendent
3877 Lusk Street
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- Co-Applicant:

Dr. Korey Sewell
Chief Executive Officer
Hands-On Technology Education
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Hayward, CA 94541
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Name(s) of After School Program Site(s)

The following table lists the site name and the projected daily attendance for the expanded learning program.

Site Name	Projected Daily Attendance
1. Oakland Military Institute	100

The following table indicates the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Ø Black or African American	12%
Ø American Indian or Alaska Native	0.1 %
Ø Asian	13%
Ø Filipino	1 %
Ø Hispanic or Latino	62%
Ø Native Hawaiian or Pacific Islander	0.3 %
Ø White	1%
Ø Two or More Races	5.0%
Ø Other	6 %
Ø Socioeconomically Disadvantaged	84%

Ø English Learners	46%
Ø Students with Disabilities	16%
Ø Foster Youth	0.3 %

Introduction

The Oakland Military Institute College Preparatory Academy (OMI) develops leaders of character by providing a rigorous seven-year college preparatory program to promote excellence in the four pillars of academics, leadership, citizenship, and athletics. OMI, in partnership with the California National Guard, provides a comprehensive college-preparatory program for students in grades 6 through 12 in West Oakland. OMI is committed to preparing each of our enthusiastic and capable students to succeed in college and the workplace, wherever their passions lead them. Our educational programs are built around our “Four Pillars for Success”—academics, leadership, citizenship, and athletics.

OMI began a partnership with Hands on Technology Education [HOTE] to provide after school programming in the Spring of 2021 and we plan to continue our partnership through 2025-2026. HOTE’s mission is to provide learning goals, opportunities, and activities that are tailored specifically for the middle-school age students to receive and obtain theoretical and hands-on application of computer and electrical engineering concepts. Learning goals are broken up into segments that are optimal for the attention span and needs of our students. Equally, their curriculum is customized based on each student's age and experience/knowledge levels of the subject.

To complement the STEAM focused activities, HOTE also partners with us to provide after school intramural sports and academic recovery as part of our OMI ASP. Through our partnership, and with the support of the After School Education and Safety Grant, OMI and HOTE have been able to support 6th-9th grade student achievement in the Four Pillars for Success with a free, comprehensive after school program aligned with the Quality Standards for Expanded Learning Programs in California.

1—Safe and Supportive Environment

- *If the program will be located off campus, describe how students will travel safely to and from the program site.*
- *Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.*
- *Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.*

Between 2:40 and 6:00pm, unsupervised teens are three times more likely to experiment with drugs, alcohol and other unsafe activities than their supervised peers. To address the needs of these youth, HOTE provides STEAM focused after-school programming alongside academic tutoring and with a “sports infusion” starting spring of 2023.

The after school program at OMI will be located on campus everyday that school is in session. Should field trips be scheduled, HOTE follows a comprehensive field trip procedure that includes written consent for the field trip from the school Principal, the HOTE Program Coordinator, and each parent or guardian of participating students; staff to student ratio of 1:10; and safety and transportation plans.

HOTE adheres to a 20:1 ratio with at least six staff always onsite during the program. Should there be more than 20 students in a class, the HOTE program adds additional staff members and properly screened volunteers to maintain prescribed ratios and coordinates with OMI’s After School Program Coordinator if additional coverage is necessary. OMI also staffs after school security, check in and tutorial staff to support the OMI ASP. As an organization, we have adopted an official “Never Alone Policy”, ensuring that a single adult staff member is never alone with a single participant at any point in the program day. Other written policies address:

- Adult-Student Interactions
- Risk Management, Safety & Emergency Response
- Employee Safety Initiatives
- Helping Students Be Safe
- Visitor Sign-In
- Incident & Accident Reporting
- What to do if someone is injured
- First Aid and CPR (At least one employee at each program site is to be certified in First aid and CPR)
- Illness and Medication
- Emergency and Disaster Response (each site has written emergency procedures that minimally address: Accident and Injury Response; Fires; Violence and Shootings; Severe

weather; and Disaster Preparedness). It is required for HOTE school sites to draft an Emergency Drills calendar, listing activity from the beginning of the school year, on a monthly basis, through the month of April.

- Child Abuse Prevention, Training, and Reporting

In addition to referencing and reviewing guidelines, HOTE, in partnership with OMI military and security staff, has adopted a wide range of program operations requirements that provide a safe and healthy climate and culture for staff and students alike.

HOTE works to provide a space for students that is both physically and emotional safe. For example, we try to engender a growth mindset in our students through providing a diverse set of meaningful opportunities along with trusting adult relationships. A growth mindset is the belief that the ability and competence to grow comes through perseverance and consistent effort over time. Research shows that young people who can achieve this mindset view life's failures not as a reflection of their abilities, but as challenges that can be overcome (Dweck, 2015). A growth mindset creates the motivation and productivity that allow students to build success in school and life. HOTE works to instill a growth mindset in our students in two ways: 1) by providing them with a diverse selection of activities allowing them to incrementally build skills and confidence and 2) by connecting kids to caring adults, creating consistent relationships that the kids can rely on.

Our students often tell us that they sign up for HOTE because of the STEAM activities, but they stay for the caring adult relationships they develop with our staff and mentors. Mentoring, at its core, gives young people the guarantee that there is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter. Research confirms that quality mentoring relationships have powerful positive effects in a variety of personal, academic, and professional situations. Yet, one in three young people will grow up without this critical asset (National Mentoring Partnership, 2016). HOTE connects kids with successful college students and working professionals from similar backgrounds. Social connectivity is critical to academic success; a positive connection with a youth development worker is associated with a 67% reduction in high school dropout rates (America's Promise Alliance, 2014).

2—Active and Engaged Learning

- *Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.*

- *Describe the planned program activities and how they will:*

- a. *Provide positive youth development.*

b. Provide hands-on, project-based learning that will result in culminating products or events.

· *If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.*

Each day, the HOTE program consists of academic support, hands-on STEAM activities, and enrichment activities. Academic support generally begins immediately following the end of the school day. All HOTE students are brought to the classrooms immediately following the final school bell. Hands-On STEAM sessions and enrichment classes generally follow the academic support portion of the program.

HOTE works with credentialed teachers who provide hands-on support to participants. HOTE staff members also work with the school's credentialed teachers to ensure that program activities support regular school day learning goals and objectives. The academic support portion of the program at OMI is facilitated in collaboration with school day teachers to improve the likelihood of homework completion, provide individualized instruction, and better align after school practices with the school day. Additional academic support/tutoring is offered during the enrichment portion of the program as needed according to the program schedule.

We combine immediate homework help and tutoring with long-term positive habit formation, like time management, to help our students develop learning skills needed to thrive throughout their schooling. This support helps improve students' homework completion, increase their understanding of the homework content, and enhance school-day learning through academic enrichment activities that support standards-aligned English, math, and science learning. As a school-based program, HOTE communicates regularly with school-day teachers and administrators in order to target and guide our development of after-school training, curricula, and projects. Through these strategies, we help youth develop skills that improve their readiness for lifelong learning.

Enrichment activities are in the form of our Activity Stations. It is in this section that students are given an opportunity to explore different fields of interest. Daily, students will choose amongst our indoor and outdoor sports activities, and art activities.

Some of the program activities planned for OMI include:

- Academic Readiness:
 - Homework Assistance
 - Academic Enrichment / Project-Based Learning
 - Credit recovery [for 9th grade students]

- Sports and Intramurals:
 - Ultimate Frisbee
 - Volleyball
 - Dodgeball
 - Indoor Soccer
 - Badminton
 - Flag Football
 - Soccer
 - Basketball

- STEAM Programming:
 - Coding
 - Robotics
 - Video Game Design
 - Tech Entrepreneurship (Shark Tank Challenge)
 - Media Arts: Photography, Video, and Social Media

- Visual and Performing Arts:
 - Acrylic Painting
 - Calligraphy
 - Basic Comic Book Illustrating
 - Basic Sculpture

- Career Exploration Experiences:
 - Technology, Entrepreneurship, Sports, and Visual and Performing Arts Career Talks

All HOTE enrichment programs are designed to support positive youth development, skill building, youth voice and leadership, healthy choices and behaviors, social emotional learning, and college and career exploration. An instructor can dramatically improve an experience by making the whole experience follow a learning cycle. Hands-On Technology Education uses the 5E (Engage, Explore, Explain, Elaborate, Evaluate) teaching and learning model that helps trigger conceptual change. In this model, students are provided with opportunities to connect new information to what the students already know. The process also allows students to construct their own explanations using their own schemas or patterns of thought.

Our instructors are grounded in Positive Youth Development practices. A simple formula to remember key elements is:

Positive Environments + Positive Relationships + Positive Experiences

= Positive Youth Development

Engage: In this phase, the teacher generates interest in the topic, draws out students' prior knowledge, and frames the idea/concepts at hand. The teacher does so by raising questions and encourages responses from the students. During this phase, students are then expected to actively listen, ask questions, and respond to discussions demonstrating their understanding.

Explore: In the Explore phase, students experience key concepts; discover new skills; probe, inquire. And question experiences; examine their thinking; and establish relationships and understanding in the context of a hands-on activity. The teacher's role during this phase is to facilitate, observe, listen as the students interact, ask good inquiry-oriented questions, provide students time to think and reflect, and encourage cooperative learning. Students who are immersed in this phase actively participate by predicting, forming hypotheses, listening to their peers, sharing ideas while suspending judgment, recording observations, and openly discussing tentative alternatives.

Explain: In this phase, students connect prior knowledge and background to new discoveries. They are given opportunities to extend and explain concepts being explored and communicate new understanding using formal language. Teachers encourage students to explain their observations and findings using their own words and at the same time provide definitions and explanations from which the students can continue to build their own understanding. This is a crucial period in which both teachers and students explain and listen to each other in a positive and supportive manner in order to present reasonable responses to raised inquiries.

Elaborate: In the Elaborate phase, students apply new learning to a new or similar situation. To further extend their understanding students make connections with previous knowledge to newly formed concepts with the help of their teachers who provide opportunities for students to do so in relevant and practical ways.

Evaluate: In this phase, the students' understanding is assessed through self, peer, and teacher led evaluation activities. It is in these activities that students are able to demonstrate their understanding of new concepts as applied in problem situations and open-ended response activities.

Over 6-12 sessions, students will gather their learning and continue to put it into action with a showcase. This project-based learning experience will give students the opportunities to focus on 21st Century Skills of collaboration, self-directed learning, and effective communication.

Near the completion of each day, participants either return to a central location or remain in their last class/activity. Students must wait for their parents/guardian to sign them out of the program. It is expected that during down times, youth participants are engaged in the completion of homework or other types of enrichment and team building activities as they wait to be picked up from the program.

3—Skill Building

- *Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.*
- *Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.*

HOTE is striving to level the playing field through our programs. Habits developed in middle school, like positive decision-making, community involvement, and how they approach challenges, are practices youth carry with them throughout their lives. Our programs go beyond offering quality activities and equip our youth with the core competencies required for success in the 21st Century. Every part of our holistic programs, from soccer to STEM coding, include elements designed to provide students with the keys they need to unlock a brighter future. Our students will build these competencies:

- **Making Positive Choices:** We teach youth how to make the best decisions for their future, whether in academics, health, or their personal life. For most middle school students, college and careers seem like the distant future. We help them understand how the decisions they make today will affect their long-term trajectory.
- **Building Meaningful Relationships:** Our students often tell us that they sign up for HOTE because of the activities, but stay for the meaningful relationships they develop with our staff and mentors. Mentoring, at its core, gives youth the guarantee that there is someone who cares about them, assures them they are not alone, and helps them feel like they matter.
- **Fostering a Growth Mindset:** This mindset increases students' academic tenacity and helps them view failures not as a reflection of their abilities, but as challenges that can be overcome. By helping students understand that persistent effort leads to success, we help them build the confidence and motivation to aim high in school and life, and overcome any obstacles they might come across.
- **Developing Social Emotional Workplace Skills:** We support our students' development of critical workplace "soft skills" such as teamwork, iterative thinking, self-efficacy, and growth mindset, or learning from failure. HOTE complements social emotional skill development with program components in our STEM, career exploration, and academic programs that help our students also build the "hard skills" necessary to be successful in their college and career endeavors.
- **Becoming Community Leaders:** To enhance student achievement, help students develop as leaders, and inspire them to be active and responsible members of the community, HOTE helps students design and lead their own service learning projects throughout the school year. By giving our students the opportunity to give back to their communities, they become empowered as leaders and agents of change.

By strategically designing our programs to create growth within our students, HOTE helps students transform the way they see themselves and their ability to impact the world. We give youth access to valuable after-school programming that puts them on equal footing with their peers and sets them up for long-term success.

Our program is also built to achieve two key youth development outcomes:

- Youth attaining critical life skills through a core competency development focus
- Activities intentionally helping youth grow skills and worked toward mastery of those skills

HOTE uses a comprehensive approach to meet these outcomes. We provide daily learning in the following categories: Sports and Intramurals; Academic Readiness; STEM Programming; Career Exploration Experiences; and the Visual and Performing Arts. At OMI these offerings will supplement school electives by making similar subjects available to middle school students as their high school counterparts or offering activities students do not have during the school day such as coding and a makerspace. We will also embrace the military theme of the school by providing opportunities for students to stay after school to practice drills, which saves instructional time and allows students to advance ranks more quickly. Lastly, HOTE will provide infrastructure for students to have competitive middle school sports teams (football, soccer, and basketball). These sports are key offerings of the high school (9th-12th grade) but might not otherwise be offered at the middle school level (6th-8th grade) due to budget constraints.

HOTE weaves Social-Emotional Learning (SEL) into all our programming, helping youth develop skills and behaviors around leadership, resilience, empathy, and more. We also work to engender a growth mindset in all our students: the belief that the ability and competence to grow comes through perseverance and consistent effort over time. Achieving this view helps youth view life's failures not as a reflection of their abilities, but as challenges to be overcome. This multi-faceted method allows youth to acquire the knowledge, skills, work habits, and character traits needed to succeed not just academically, but in their future careers and life outside of school and work.

These five focus areas are described below:

1. Sports and Intramurals: In order to equip our students with the motivation and confidence necessary to alter their existing habits and make healthier choices, HOTE provides children with regular access to structured physical activity and nutrition education. We give youth the opportunity to participate in high-quality activities that are often inaccessible to low-income families. After-school programs like ours are often kids' only physical activity in a day. Additionally, the programming is rooted in sports-based youth development philosophies, helping kids develop SEL skills through athletics. Our staff mentors deliberately teach soft skills like leadership, teamwork, resilience, determination, confidence, accountability, respect, and work ethic through

all our sports activities. Activities include competitive sports, recreational sports, nutrition, and gardening.

2. **Academic Readiness:** We combine immediate homework help and tutoring with long-term positive habit formation, like time management, to help our students develop learning skills needed to thrive throughout their schooling. This support helps improve students' homework completion, credit recovery [for 9th grade], increase their understanding of the homework content, and enhance school-day learning through academic enrichment activities that support standards-aligned English, math, and science learning. As a school-based program, HOTE can communicate regularly with school-day teachers and administrators in order to target and guide our development of after-school training, curricula, and projects. Through these strategies, we help youth develop skills that improve their readiness for lifelong learning.

3. **STEM Programming:** Through our STEM programming, HOTE strives to eliminate disparities in access and exposure to STEM fields that exist between advantaged students and students from low-income backgrounds. HOTE's role in addressing the STEM gap has three components. First, HOTE programs target low-income students of color in urban areas – the very students who are most in need of a strong educational STEM foundation to catch up with their more affluent peers and bridge the STEM divide. Second, HOTE plays a critical role in educating students about math and science classes needed to graduate high school and be qualified for admission to college STEM programs and gives them the skills and knowledge to excel in those classes. Third, through connecting students with community leaders, mentors, and role models in the STEM sector, HOTE inspires students to consider pursuing STEM career paths. Through this component, students engage in learning experiences that promote the 4 C's of 21st Century Learning (Collaboration, Communication, Creativity, and Critical Thinking) through hands-on classes in coding, robotics, music/video production, game design, makerspace/engineering, and Career Technical Education.

4. **Career Exploration Experiences:** This component solidifies connections between students' academic work, their passions, and possible career paths through field trips to colleges and work sites, job-shadowing, informational interviews, resume workshops, and mentors that help students define and develop their career goals. Many professionals in the community provide career mentoring for our youth, and typically have similar upbringings to HOTE students, which allows them to serve as excellent role models to help our students see themselves in these future careers. Through workplace visits, role-playing, interviews with guest speakers, and educational workshops, students learn appropriate workplace behavior. Additionally, students practice drafting a resume and interviewing for jobs, conducting meetings, making presentations, basic phone and written communication, and many more skills not

taught at school or at home. Our career exploration curriculum also supports our student's development of critical workplace soft skills such as teamwork, problem-solving, communication, and how to keep a growth mindset. We help students understand that these skills are just as important as the more tangible hard skills and academic knowledge that bolsters a resume; soft skills are what will allow them to not just obtain a job, but to retain that job and turn it into a career.

5. Visual & Performing Arts: This component plays a vital role in helping our youth self-express, gain confidence, build empathy, and explore social justice, race, and equity. Art serves as an outlet for emotion, helping students process both positive and negative events in their lives. HOTE also teaches students how to use art to use creative expression to present their thoughts and feelings to others. Students can develop skills in areas they are passionate about in a safe, supportive environment. Students have the opportunity to participate in classes around design, fashion, music, drama/theater, graphic arts, photography, and mural art.

Through our holistic approaches to expanded learning, HOTE helps our students transform the way they see themselves and their ability to impact the world. We give youth access to valuable after-school programming that puts them on equal footing with their peers and sets them up for long-term success.

4—Youth Voice and Leadership

- *Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.*
- *Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.*
- *Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).*

Middle school age kids are big enough to walk home, so they vote with their feet—if a program is not relevant, effective, or engaging, they will not participate. With this in mind, we do two key things to get them involved: 1) Ask our students what programming they want and need, and then design our programs around their input and requests. 2) Actively market our programs to students.

HOTE staff administers surveys in the first and last two weeks of the program year and sends the results to the Program Development team. The Program Development team compiles, cleans, and analyzes the data. They then provide actionable, data-informed feedback to chapters and sites, which chapters use to inform and improve programs going forward. Each summer, pre- and post-survey data is analyzed to examine both group and individual-level changes, as well as provide an end-of-year snapshot of student strengths and areas of growth.

As we continue to build our HOTE current pool of students and alumni, HOTE provides opportunities for previous HOTE participants to serve as student leaders and mentors to new students of the program. These student leaders provide new students with insights on how to navigate through the activities and they also share their previous experience of the program to help new students overcome hurdles.

Student choice is a crucial component of our program as this allows students to manage their time and explore different fields of interest. This is reflected in HOTE's Activity Stations in which students are given the opportunity to choose amongst diverse indoor and outdoor sports and art activities.

5—Healthy Choices and Behaviors

- *Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.*
- *Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.*
- *Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.*

Oakland Military Institute (OMI) College Preparatory Academy is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. In order to equip our students with the motivation and confidence necessary to alter their existing habits and make healthier choices, HOTE provides children with regular access to structured physical activity and nutrition education. Activities include competitive sports, recreational sports, nutrition, and gardening.

In keeping with the school wellness plan, there shall be no foods or beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, and student stores, or fundraising activities) during the school day, or through programs for students after the school day. In the event that these items may be added

in the future, they shall meet the applicable Smart Snacks in School nutrition and the CDE competitive food and beverage standards.

OMI aims to not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

OMI aims to limit celebrations that involve food during the after school program to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). Foods and beverages offered or sold at school-sponsored events outside the school day (at least 30-minutes after school dismissal) may not be subject to these restrictions.

Participating HOTE students will receive 30-60 minutes of daily activity. Toward that end, opportunities for physical activity will be incorporated into other subject lessons; classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate; and physical activity will not be used as a reward or punishment but will be encouraged by staff and the school environment.

In order to equip our students with the motivation and confidence necessary to alter their existing habits and make healthier choices, HOTE provides children with regular access to structured physical activity and relevant nutrition education through our health and wellness programming. This programming gives youth the opportunity to participate in high-quality activities that are often inaccessible to low-income families. Programs are offered throughout the school year, and are supplemented with events such as inter-school sports tournaments, field trips, family engagement activities, and end-of-semester showcases.

Our health and wellness programming also integrates academic and social-emotional development aspects into our athletics, creating an exciting environment for learning and growing. In addition to weaving academic elements into our sports programming, the academic element is supported by the holistic nature of our overall programming. Enrichment and fitness activities often serve as an incentive for kids that are struggling academically: because HOTE does not offer drop-in programs, kids who want to play sports and participate in our enrichment activities must also attend the academic component of each day's programming. Furthermore, students must attend the school day in order to attend HOTE, so our programs even boost school-day attendance.

To help our students get on track to live healthy, active lives, HOTE offers the following components in our Sports and Intramurals Programming:

- **Organized, Active Play:** Every day, HOTE offers a diverse range of physical activity, including basketball, dance, soccer, flag football, volleyball, and more. Our wide variety of physical activities are designed to help all our students become active and engaged, regardless of physical ability or competitive drive. Some of these activities are organized into highly competitive intramural leagues for team sports that culminate in tournaments, whereas others are more focused on merely introducing youth to new forms of active play.
- **Nutritional Education:** We offer nutrition classes that show students how to give their diets 'makeovers' by helping them understand how to eliminate poor food choices or substitute them with healthier options. HOTE provides opportunities for students to share what they learn with their families through take-home recipes or family engagement nights, extending healthy eating practices to the wider communities we serve.
- **Social-Emotional Learning (SEL):** Our Sports and Intramurals programming is rooted in sports-based youth development, helping kids develop SEL skills through sport. We deliberately teach soft skills like leadership, teamwork, resilience, determination, confidence, respect, and work ethic through all of our sports activities. Our athletic programming also works to engender a growth mindset in all our students; a growth mindset is the belief that the ability and competence to grow comes through perseverance and consistent effort over time. Achieving this view helps youth view life's failures not as a reflection of their abilities, but as challenges to be overcome.

The daily snack at OMI contains full servings of any three of the following four food components:

- Fluid milk;
- Protein;
- Fruit, vegetable, or 100% juice; and
- Grain or bread product.

6—Diversity, Access, and Equity

- *Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.*
- *Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.*

Our work and purpose at HOTE is to elevate the achievement of and increase opportunities for all students. At the same time, we work exclusively within Title 1 schools. These schools are situated in high-poverty, under-resourced communities and attended almost exclusively by youth of color, many of whom are recent immigrants or children of immigrants.

We can only help our students responsibly and effectively if we are doing our own internal work as an organization. This work entails fully understanding the systemic challenges that our students face; reflecting on how our identities and experiences shape our ideas, perspectives and beliefs; and building an organization in which an HOTE student can one day be the CEO.

To that end, we have launched the first phase of an organization-wide Diversity, Equity and Inclusion initiative. We are looking internally at our structures, systems, policies and practices to understand the current state of the organization and define our desired future state. Ultimately, we believe this effort will lead to better outcomes in the communities we serve.

For us, Diversity means we are committed to establishing and maintaining a safe, positive and nurturing environment that reflects the perspectives, values, experiences and identities of the youth we serve at all levels of the organization

For us, Equity means that we understand and talk about the root causes of outcome disparities within our society and commit ourselves to actively eliminating barriers to opportunity and providing fairness, particularly of historically underserved and underrepresented groups.

For us, Inclusion means that we are committed to raising our awareness around unconscious or implicit bias within society and within our organization so that any individual can feel welcome, respected, supported and valued to fully participate.

For us, Access means that we understand and prioritize enrollment for underserved or at-risk populations. First priority for enrollment of students in the after school program shall be given to homeless youth and students identified by the program as being in foster care and second priority shall be given to middle school and junior high students who attend the program daily.

HOTE sees an urgent responsibility to use our platform to stand up for our values. In recent years, HOTE has taken a number of important steps to create a more diverse, equitable and inclusive educational space in order to directly impact the positive, equitable experience of the youth at OMI:

- Because we believe students should see themselves and their cultures reflected by the mentors inspiring them everyday, our OMI after school program staff represents an approximate match to the demographic makeup of OMI. As an African American founded and led organization, it is fundamental to our mission.
- In partnership with OMI, our academic intervention staff includes multiple bilingual personnel [paid and volunteer], often students from nearby UC Berkeley, to work with our English Learners. The bilingual aides receive language development training from OMI's EL Program Coordinator.
- Our program coordinator works closely with the OMI ASP [After School Program] coordinator, Academic Student Group (ASGs) leads [grade level team leaders who collect data on focus students and oversee academic contracts and after school progress], academic counselors and student case managers to ensure students receive the support and accommodations necessary to fulfill Individual Education Plan goals*.

ASG grade level teams meet weekly on Wednesdays and review student progress, including attendance, behavior and progress data as provided by the HOTE ASP coordinator to the ASG leads.

- OMI's program coordinator is provided access to AERIES and Google classroom in order to monitor student progress, gather daily assignments and communicate directly with teachers and case managers. HOTE's leadership team meets quarterly with the OMI leadership team to ensure student academic and SEL goals are being met.
- HOTE hosts several assemblies with inspirational speakers of color discussing exciting careers in STEAM fields using demonstrations and personal stories from inner city Oakland, Los Angeles and San Diego.
- HOTE uses its "project-based" approach to help students access their individual interests and creative genius through activities that ask them to engineer solutions to problems at home and in their community and also express artistically how they see themselves and their cultures in their communities and the world around them.
- HOTE uses a panel of community, industry, parent and religious leaders to provide a receptive audience and constructive feedback to the students' "shark tank" exhibition experience for their art and tech entrepreneurship. Tech entrepreneurship model is designed to give agency to students and empower them to be change agents in their communities by allowing them to see themselves in STEAM fields [often perceived as inaccessible to communities of color] and having fun and experiencing successes.
- In partnership with OMI, HOTE offers a variety of intramural activity opportunities in response to student interests and accessibility needs from soccer, basketball and volleyball to badminton, kickball, modified indoor sports, e-sports and board games.

To help our staff with an ever increasingly diverse set of personal needs, HOTE created a flex time policy to ensure that all full-time employees had access to a bank of hours for self-care. We established a paid, parental leave policy because we believe that all parents should be able to bond with their newborns. And by empowering managers to fill open positions with remote employees, we have attracted and retained top talent across our statewide footprint.

While it goes without saying, in accordance with Federal civil rights law, regulations and policies, HOTE and Oakland Military Institute offices, and employees do not discriminate based on race, color, national origin, sex, disability, or age.

7—Quality Staff

- *Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.*
- *Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.*

- *Describe the type and schedule for the continuous professional development that will be provided to staff.*
- *Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.*

HOTE seeks to educate staff on health and safety practices that will reduce the number of injuries and illnesses to themselves and to others. HOTE endeavors to:

- Train staff in effective safety and health practices.
- Encourage safety and health rules and require employees to comply with these rules as a condition of employment.
- Provide safety and health hazards training.
- Investigate and report every accident promptly and thoroughly, and subsequently correct the problem to prevent future accidents.

The program has established minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise students meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district.

The HOTE Coordinator will work closely with the HOTE Human Resources, Programs, and Evaluations team to develop strategies to improve hiring at the site level, focused on the Site Coordinators who are on the front-lines of our work. We will establish university partnerships that can serve as talent pipelines and develop hiring strategies that attract the highest quality staff in these difficult-to-fill part-time jobs. The local chapter will also work closely with the HOTE Program Director to identify the highest performing staff (e.g. those whose classes are most highly attended and those whose students make the greatest gains), and develop retention strategies in partnership with the HOTE Human Resources team to keep these staff. Examples of retention strategies include developing more intentional promotional bands and career pathways and increasing access to training.

Staff are required to work cooperatively and collaboratively with school district staff, program staff, parents, and community leaders. HOTE strongly prefers staff to have previous familiarity with quality criteria for after school programs, youth development principles, and middle school aged youth. All HOTE staff must review and fill out the following documents: Emergency Contact Form, Whistleblower Policy, Social Media Policy, Child Abuse Reporting Policy, Conduct Policy for Adult/Student Interactions, Computer Tech Policy, Employee Privacy and Confidentiality Agreement, Family Educational Rights and Privacy Act, State Background check, and the HOTE Employee Handbook.

Next, all program staff employed by HOTE participate in a one-day orientation seminar to build shared skills, language, and understanding of HOTE policies. When a new staff member is assigned to the school site, they initially observe a more senior staff member performing similar duties. Once they take charge of their own class or activity, staff receive regular coaching in real time from their supervisor. This coaching consists of four parts: Modeling, Side-by-Side Coaching, Formal Observation, and Action Planning. This process is cyclical and repeats every month for every employee. Throughout the year, program staff participate in formal training sessions outside of program time. Staff development days, school breaks, or program closures can be leveraged for such training. Usually one all-day session occurs in the fall and winter, while a multi-day session occurs during Spring Break.

Training topics may vary, but often include:

- Working with Children and Youth
- Behavior Guidance
- Job Readiness
- Serving Older Youth
- Social-Emotional Learning and Character Development
- Delivering Quality Programs
- Supporting Academic Programming
- English Language Development
- Hands-On STEM Training
- Equity and Inclusion
- Leadership and Management

HOTE offers several opportunities for professional growth. Program positions include Site Program Coordinators, Assistant Program Coordinator, Program Directors, and various administrative support and leadership positions in the HOTE National office. Below are positions specific to direct program support:

HOTE Bay Area Chapter Positions:

- **Program Director:** The Program Director reports to and works closely with the Executive Director (ED). In small or new partners, the Executive Director may temporarily serve as the Program Director. General responsibilities include overall program management and leadership, and the strategic development, growth, and monitoring of all school sites for a given city/chapter. The Program Director also works with Program Coordinators to build and implement best-in-class systems, processes, procedures, and tools to support site level operations, hiring of staff, development of overall program quality, and management of program partners and stakeholders.
- **Site Program Coordinator:** The Site Program Coordinator oversees individual program sites, supervises and supports a combination of paraprofessional, college-aged staff and certified school day teachers, works in conjunction with school day administration to offer responsive programming based on student interest and core day needs and initiatives, ensures alignment

with core day academic goals, and preserves the organizational mission in programming aspects. The Site Program Coordinator also oversees program staff management (i.e., coaching, professional development, and training).

- Assistant Site Program Coordinator: The Assistant Site Program Coordinator is a part time position (3-4 hours per day). Reporting to the Site Coordinator, Program Leaders are responsible for developing lesson plans, managing classrooms, ensuring the safety of students, and facilitating daily implementation of each program. Programs may include, but are not limited to: Sports, STEM, Coding, Cooking & Nutrition, Outdoor Education, DJ/Music Production, Dance, Photography, and Creative Arts

Lastly, Independent Consultants and employees of partner organizations may be utilized for instruction if doing so is in the best interest of program quality for students. For any such individuals who will have access to or interaction with children, a background check is required.

Background checks may include, but are not limited to:

- Multi-State criminal background checks
- Federal Bureau of Investigation (FBI) history checks
- Sex offender registry checks
- Social security validation
- Prior employment verification
- Personal and Professional References
- Educational Verification
- The following additional searches will be required if applicable to the service provided: Motor Vehicle, Credit History

Any individuals who have criminal convictions that suggest that they could pose a threat to the health and safety of children may not be assigned to a school site if such assignment would involve access to or interaction with children.

All Contractors are required to complete a set of Safe Schools training courses at <http://afterschoolallstars.ca.safeschools.com/login>. Contractors must sign off on the Program Partner Safe and Healthy Acknowledgement form. Contractors are required to complete the training before interacting with students.

8—Clear Vision, Mission, and Purpose

- *Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.*
- *Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.*

- *Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.*

Although computer technology can be complex in its most advanced form, we believe that the building blocks of Mobile Technology are often concepts that are grasped easier by youth than adults! Our mission is to provide learning goals, opportunities, and activities that are tailored specifically for the elementary and middle-school age students to receive and obtain theoretical and hands-on application of computer and electrical engineering concepts.

Our after-school program's core is on Computer-Science fundamentals, such as programming and user interface design. Our Summer Camps add more in-depth Computer Science objectives, along with Electrical Engineering inspired projects (e.g. circuit design), and dedicated time to increase typing proficiency. Our learning is primarily accomplished through short presentations on learning topics, tutorial based projects, and exploration time with mobile devices.

Learning goals are broken up into segments that are optimal for the attention span and needs of our students. Equally, our curriculum is customized based on each student's age and experience/knowledge levels of the subject. Please reference the sections below for an example of the Computer Science and Electrical Engineering topics covered within our curriculum:

Typing

- Home Row Keys
- Top Row Keys
- Bottom Row Keys
- "Problem" Keys
- Words and Paragraphs
- Timed Typing Games and Assessments

Electrical Engineering

- Circuits 101: Voltage, Current, & Resistance
- Series/Parallel Circuits
- Switches
- Conductors & Insulators
- LEDs
- Breadboards & Wiring
- Fuses
- Microcontroller Programming
- Introductory Robotics

Computer Science

- Programming Fundamentals: Algorithms, Input/Output, Debugging, Variables, Computer Logic, App Basics, Loops, and Functions
- Mobile Application Development
- Game Design & Programming
- Computer Security & Ethics
- Multimedia
- Scripting
- Microcontroller Programming

The after-school hours provide a uniquely creative and entrepreneurial time in the field of public education. HOTE gives its students a safe-haven during the “danger zone” hours of 2:30-5:30 when youth violence, drug use and other delinquent behaviors are most likely to occur. It is a time when staff can deeply connect with students, incorporate innovative curricula and equip them with skills, relationships and experiences needed to succeed in school, college, the workforce, and life.

HOTE serves low-income schools to serve the students most in need, which matches OMI’s demographics and the Northwest Oakland community it serves. Oakland schools are disproportionately under-resourced, offering limited opportunities for the diverse enrichment and experiential learning opportunities that power creative thinking and build social-emotional skills. Emerging from the pandemic, OMI struggles to offer students consistent access to necessary supports, including academic interventions, counseling, and family educational resources. HOTE stepped in to fill these gaps.

Of the students we serve at OMI, 97% are youth of color, and 84% qualify for the Federal Free and Reduced Meal Program, an indicator of household poverty. HOTE serves communities like this because we believe that all children deserve equal opportunities to explore their interests and develop their strengths. The programs provided by HOTE would otherwise be out of reach for the families we serve, as a single extracurricular activity can cost up to \$600 per year. Yet these experiences are critical to youth development, as studies have shown that the skills, habits, connections and knowledge kids develop through extracurricular activities help them gain self-esteem and resilience and decrease the likelihood they will engage in risky behavior (Wong, 2015). HOTE programs ensure that all students are given equal chances to grow and thrive.

Hands-On Technology Education’s goals for our students are the same that we have for our own children; for them to grow up safe and healthy, graduate high school and go on to college, find careers they love, and give back to their communities. We track our progress toward these goals by examining the following objectives and outcomes:

- Objective 1: Students will be academically engaged with high self-efficacy
 - Outcome: 70% of participants will agree that they can do well in school even if it's challenging
- Objective 2: Students engage in daily moderate to vigorous physical activity
 - Outcome: 70% of participants will engage in 1 hour of moderate to vigorous physical activity an average of 3 times per week
- Objective 3: Students will develop career aspirations thru speakers from different career fields
 - Outcome: 70% of participants will demonstrate confidence in their ability to understand and navigate career pathways
- Objective 4: Students will view themselves as leaders and agents of change thru business related challenges
 - Outcome: 70% of participants will agree they can make a positive difference in their community

We measure success against these outcomes using three primary data sources: pre- and post-student surveys.

- Pre- and Post- Student Surveys provide actionable, data-informed feedback to school sites to inform and improve programs going forward. Each summer, pre- and post-survey data is analyzed to examine both group and individual-level changes, as well as provide an end-of-year snapshot of student strengths and areas of growth. We similarly engage other stakeholders through post-surveys of school administrators, staff, families, and partners.

9—Collaborative Partnerships

- *Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.*
- *List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).*
- *Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.*

Finding the right instructors for every in-demand area of content can be a challenge. It can also be unrealistic to think that a school or community-based organization can achieve high quality instruction across every discipline. To be comprehensive contrasts with specialization. While we believe we offer high-quality expanded learning programs, we partner with other agencies and independent contractors to achieve our goals. We do not simply contract out our work however. Doing so can result in poor quality programming because even though instructors have subject specific knowledge, they do not have established relationships in the school community. Instead we pair instructors from partner agencies with OMI or HOTE staff who can provide a consistent relationship with students and a strong understanding of site level policies and procedures. Some of the agencies we currently partner with include:

- Finance Fridays: Finance Friday is an educational platform dedicated to teaching the masses about entrepreneurship, business and finances from a Black perspective. This perspective necessitates a communal approach to growing wealth as opposed to the mainstream understanding that focuses on the individual.
- Tribe Dance Crew: Tribe Crew was founded by Stuck Sanders and co-founded by Alee Martinez in late 2015, with the goal of simply creating a safe space for their community to dig deeper into the movement and different styles behind Hip Hop street dance and choreography. They began to explore the World of Dance competitions, battles, and performances to gain not only experience but a sense of teamwork and togetherness.
- Oakland A's: The Oakland Athletics are an American professional baseball team based in Oakland, California. The Athletics compete in Major League Baseball as a member club of the American League West division. The team plays its home games at the Oakland Coliseum. HOTE has partnered with the Oakland A's to provide opportunities for the ASP students to watch and participate in baseball games at the Oakland Coliseum.
- National Society of Black Engineers (NSBE): NSBE is an International Organization with collegiate and professional chapters across the country, as well as in Africa. We collaborate with local Bay Area NSBE chapters to provide mentors, guest speakers, and corporate support from internal company NSBE Chapters. The organization's goal is to help over 10,000 Black Engineers graduate by 2035.

In the future, OMI and HOTE hope to partner with more innovative organizations. We have two primary targets for partnership:

- Oakland Fund for Children and Youth (OFCY): This local government initiative provides matching grants to HOTE grantees in Oakland, CA. With a matching grant the program would

achieve greater sustainability. HOTE would be able to increase wages for full and part time staff as well as invest in program supplies that would support more innovative programs.

- Youth Together Inc: Youth Together (YT) addresses the root causes of educational inequities by developing multiracial youth organizers and engaging school community allies to promote positive school change. The YT program model combines multiracial youth development with community organizing and community building strategies in order to ensure that our constituent youth can effectively lead and organize school and community change initiatives that lead to long-term solutions which help create safe, respectful, equitable, and empowered communities.

10—Continuous Quality Improvement

- *Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the Quality Standards for Expanded Learning in California, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.*

Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

HOTE has undergone a strategic review of our impact and arrived at a plan for the next three years that focuses on deepening our organization's efficacy via increased investments in our ability to design, deliver, and evaluate quality programs for youth. In particular, we are targeting the following issues: High frontline staff turnover; inconsistent curriculum quality; and too heavy of a focus on activities that students are completing, rather than a focus on the impact that those activities are having on our students. This initiative, focuses on three key goals:

- Decrease line staff turnover via staff recruitment and retention strategies
- Improve content delivery via additional high-quality curricula and increased instructional support for line staff
- Deepen focus on youth competency (internal attribute development) and mastery (knowledge/skill gain) through programs and assessment

Corresponding strategies for these three key goals are described below:

- Recruitment and retention: Previously described in section 7: Quality Staff
- Improve Content Delivery: As a part of our strategy, we will work with the core HOTE Curriculum Development Team to enhance and expand our curriculum. The HOTE Curriculum Development Team will draw data and best practices from the HOTE network to help the HOTE Bay Area team assess and improve our existing curriculum. This effort will go hand-in-hand with increased instructional coaching at the implementation staff level. We will also improve content delivery through the continuation of our (Continuous Training Program)CTP efforts.
- Deepening Focus on Youth Competency and Mastery: Alongside the roll-out of the above-mentioned additional program curricula, HOTE will begin piloting the use of enhanced program assessment measures to reflect a shift toward competency (internal attribute development) and mastery (knowledge/skill gain) in our programming. Historically, HOTE has focused on measuring student self-perception of growth and development at two points in time, the beginning and end of the school year, via our pre- and post- program surveys. As part of the initiative, HOTE intends to modify the frequency of our program assessments, as well as what we assess. We will pilot the use of class-level assessments, in addition to our annual pre- and post-surveys, to measure the impact of individual HOTE courses within our comprehensive after school program model. Via the pilot, each HOTE class will be tied to assessments and programmatic objectives. We will assess the knowledge and skills gained by students, as well as measure which content, training, and instructional practices are most effective. By tying competency and mastery skill development to individual teachers and curricula, we can determine what works, and in which contexts, and adjust in close-to-real-time throughout the school year to ensure we are constantly improving our programming and best serving our students.

WHAT IS CTP?

Continuous Training Program [CTP] is a crucial aspect of being part of the Hands On Technology (HOTE) team. This program cultivates the HOTE culture of excellence in teaching. This is HOTE's way of supporting teacher readiness and continuous teaching improvement.

When does CTP happen?

- The technical training of CTP happens bi-monthly.
- Schedule of technical training for CTP will be announced prior to implementation. We will have paid synchronous and asynchronous technical training.
- The pedagogy aspect of CTP will happen continuously as the program rolls out. The program coordinator will regularly conduct observation days in which she will sit in and observe classes. A performance evaluation guide will be used during these observations. At the end of the month, the program coordinator will sit with the teacher observed to process observation notes and set goals.

What is the content of the CTP?

- Technical Content

- CTP Training Checklist - Each member of the HOTE team will accomplish training modules as the year progresses. Deadlines for this will be personalized to ensure efficiency and ownership of professional development goals.
- Pedagogy
 - Part of CTP is supporting all our teachers in being better teachers in and out of the classroom. This is the part of CTP that covers topics such as classroom management, reflective teaching, behavior management, teaching the adolescent age, and the like.
 - Performance Evaluation Guide - Details of this document comes from the Program Coordinator's observation of teachers' performance during HOTE programs (ASP, Summer Camps, etc)
 - Performance Goals - Based on discussed observation notes, the Program Coordinator and the teacher will set specific performance goals that will be discussed thoroughly as the program rolls out.

What materials will be used for the CTP?

- Reading materials, STEAM supplies, and videos will be given to all participants of CTP.

What is expected of participants of the CTP?

- Deliverables will be expected from all participants of the CTP. This may be in the form of a performance task to be accomplished and documented.

11—Program Management

- *Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.*
- *Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.*
- *Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.*
- *Describe the system in place to address the following program administration requirements:*
 - *Fiscal accounting and reporting requirements.*
 - *Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).*
 - *Attendance tracking, including sign-in and sign-out procedures.*

- *Early release and late arrival policies and procedures (EC Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.*

The Oakland Military Institute College Preparatory Academy (OMI) and Hands-On Technology Education (HOTE) share a mission to provide OMI students with a free, comprehensive after-school program that keeps them safe and helps them succeed in school and life; including academics, leadership, citizenship, and athletics. As such, we are committed to ensuring program funds are used to further that mission. OMI and HOTE are committed to meeting all California Education Code Certified Assurances for the After School Education and Safety Program.

The after school program at OMI will run from the moment the school bell rings until 6:00 pm every school day. There is a minimum of one Teaching Staff for every twenty students (1:20 ratio) with at least four (4) staff members always onsite during any HOTE program. Included are credentialed teachers from the regular school day responsible for providing academic support. Additional staff is hired from local colleges, universities, and youth centers. A site coordinator oversees programming at each HOTE site, serving as the daily point of contact for program quality, curriculum, lesson plans, class selections, observations and assessments, and relationship maintenance with teachers, parents/guardians, school day leadership, and administration.

Hands-On Technology Education utilizes paid staff who are properly screened using FBI and Department of Justice background checks and other required clearances as mandated by local school districts. The program structure includes up to one hour of academic support followed by enrichment activities that are featured under our comprehensive program model including:

- Health, Fitness, and SEL Programming
- Career Exploration Programs and Experiences
- STEM-based Programs and Activities
- The Visual and Performing Arts
- Academic Readiness Programs and Initiatives

Specific offerings, based primarily on local student interests, vary in response to the uniqueness of each student population. Our comprehensive program structure also provides youth with a nutritious snack provided by the U.S. Department of Agriculture's Free and Reduced-Price Meal Programs.

HOTE maintains General Liability Insurance, Excess Liability Insurance including Owned and Non-Owned Auto, Excess Medical Insurance, D&O Insurance, Property and Inland Marine Insurance.

In addition to local program staff (Program Leaders, Site Coordinators, Program Managers, and the Program or Executive Director), HOTE Bay Area benefits from support from a wide range of national positions:

- **President/National Network:** The President of the National network works in conjunction with the VP of Programs to ensure program quality, collaboration, growth and sustainability amongst all HOTE chapters. This position is also responsible for national advocacy work on behalf of HOTE and the overall after-school education movement.
- **Vice President of Programs:** The VP of Programs supports the HOTE staff and chapters in the areas of program development, curriculum, training, and partnership building. Specific responsibilities include providing professional development, technical assistance, and program oversight across the HOTE network, and to create programming. The VP of Programs also replicates and provides high quality curricula materials and related training opportunities to ensure program quality and consistency across the network.
- **National Director of Curriculum and Training:** The National Director of Curriculum and Training (NDCT) is a key member of the National Programs Team with responsibilities in training, coaching, content creation and adoption, and resource development. Reporting to the VP of Programs, the NDCT also works closely with the Research and Evaluation Division to continue the adoption and implementation of the Youth Program Quality Intervention.
- **Talent and Recruitment Manager:** The Manager of Talent and Recruiting (MTR) is a key member of the National Programs Team with responsibilities in recruiting, human resources, and partnerships. Reporting to the VP of Programs, the MTR works closely with the national HR team and chapter and regional leadership in developing strategy and providing training and resources in recruitment, onboarding, and retention of high quality part-time program staff. The MTR also ensures the proper implementation of HR and risk management policies across the HOTE network.
- **Lead Content Developer:** The Lead Content Developer (LCD) provides expertise, leadership, and training support in writing, testing, and adapting curriculum and lesson planning frameworks for the HOTE network. The LCD leverages the HOTE community of practitioners, site leads, instructional coaches, and other chapter level staff to provide feedback to continuously improve teaching and learning resources developed by the program division.
- **Manager of Training and Talent Development:** The Manager of Training and Talent Development (MTTD) works closely with the Director of Curriculum and Training and the Sr. Director of Talent Development to develop a training program and library that is aligned across all staff levels and integrates both Program and Human Resources objectives. The position also

develops and delivers training across the organization on a broad array of topics including but not limited to program pilots and objectives, organizational culture, leadership development, and performance management.

- **National Program Division Assistant:** The National Program Assistant provides administrative, logistical, and communication support for the National Program Division and ensures efficient and smooth day-to-day operation of the National Program Division.

This Program Plan has been developed through a partnership between HOTE Bay Area and OMI through many planning discussions with the school administrators and our own continuous quality improvement efforts. The plan will be reviewed no less than annually. HOTE will invoice OMI for reimbursable expenses monthly and provide attendance data and quarterly. OMI will maintain responsibility for other reporting requirements as appropriate.

Local match funding is a mix of direct investment from the school's general fund, federal reimbursement, and state supplemental funding. The school provides the facility and the reimbursable snack daily. Based on historical data, OMI should be able to match of no less than \$50,000 annually to support the operational costs of HOTE's after school program. In the 2022 fiscal year OMI contributed the following to match the HOTE grant:

Source	Category	In-Kind Amount
Oakland Military Institute [OMI]	Facilities	\$16,000
Oakland Military Institute [OMI]	Classified Salaries [security/tutors]	\$19,200
Oakland Military Institute [OMI]	Certificated Salaries [teachers]	\$15,000
Federal Reimbursement	Snack Expense	\$6,400

Oakland Military Institute [OMI]	Administrative Costs [accounting, personnel]	\$3,000
		Total \$59,600

Attendance Tracking is another essential element of Program Management HOTE excels at. We use Sawyer Tools as our student information system. It creates an automatic rosters that allow instructors and staff to quickly see their students at-a-glance, charge for add-ons, and track attendance. Plus, take advantage of flexible tools like email messaging, automatic class reminders, contactless check-in, and printable class rosters. Individual student records are maintained in physical files and on Sawyer. Daily attendance, organized by group, is maintained in physical files and on Sawyer. We are confident we can meet any attendance target moving forward. Our sign in and sign out procedures are effective at tracking attendance, while maintaining a closed campus, and ensuring student safety. In collaboration with OMI, a scan-in and scan-out system is also in place to ensure that all students are accounted for throughout the After-School Program.

HOTE maintains a consistent and compliant Early Release Policy at OMI.

12—Sustainability

Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

HOTE operations are particularly sustainable due to our structure: we are a local chapter of a central network. We operate under the central organization, while retaining local staff, operating budget, leadership, and board. The core HOTE team offers a wealth of expertise in program implementation, evaluation, fundraising, and office operations. Under this structure, HOTE can concentrate on running effective programs and building strong community partnerships. Our operations are also sustained by collaborations with schools. We operate directly from school sites, enabling our programs to leverage resources like supplies, meeting space, and school-day staff. Through these partnerships, HOTE can operate efficiently with low overhead. HOTE ensures the long-term sustainability and financial viability of our operations through: 1) Continually cultivating a pool of strategically aligned donors (corporate, foundation, individual, and event revenue streams); 2) Building a group of core, sustaining partners, with a focus on

multi-year commitments and long-term funding relationships; 3) Engaging new corporate and foundation funders to expand our revenue base.

This sustainability plan is revisited every year and measured every quarter. In 2023, OMI and HOTE will pursue funding from OFCY, mentioned in Section 9: Collaborative Partnerships. An OFCY matching grant would ensure that program funding is supported by at least one sustainable local government grant in addition to ASES. We would continue to pursue a portfolio of small restricted and unrestricted grants and contributions as well.

Arts, Music and Instructional Materials Block Grant

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

Total amount of funds received by the LEA	Board Meeting Date
\$315,468	05/16/2024

AMIM Grant funds are allocated to LEAs for five purposes enumerated in Section 134(a) of Chapter 2 of the Statutes of 2022, as amended by Section 56 of AB 185, which may be briefly summarized as: (1) obtaining standards-aligned professional development and instructional materials for specified subject areas; (2) obtaining professional development and instructional materials for improving school climate; (3) developing diverse, culturally relevant and multilingual school library book collections; (4) operational costs, including retirement and health care cost increases; and (5) COVID-19-related costs necessary to keep pupils and staff safe and schools open for in-person instruction.

Planned Activity	Budgeted 2023-24	Budgeted 2024-25	Total Budgeted per Activity
Computer Upgrades	23,000	20,000	43,000
Technology Infrastructure Upgrade	100,000	0	100,000
Curriculum	34,000	0	34,000
Classroom Audiovisual Upgrade	25,000	20,000	45,000
Security Upgrade	84,000	0	84,000
Professional Development	0	4,364	4,364
Indirect Costs	2,860	2,244	5,104
TOTAL	268,860	46,608	315,468

Coversheet

Cadet Leadership Brief

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

BACKGROUND:

Incoming Cadet Commander Jose Delgado Castillo 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 Jose Delgado Castillo.

Coversheet

New Candidate Update (w/ CMSgt (CA) Thomas James)

Section: V. Superintendent's Update
Item: A. New Candidate Update (w/ CMSgt (CA) Thomas James)
Purpose:
Submitted by:
Related Material: Enrollment Tracking 2024-25 - 20240516 Board Update.pdf

Copy of Enrollment Tracking 2024-25

	SY 23-24 Enrollment	Projected Returning (Pre Intent to Rtn)	% Returning	Accepted in Oakland Enrolls	End of On-Time Lottery/22 Mar	Offer Pending / Late Enroll / Mar 7 on	Waitlists	Introduction Completed	Introduction Needed	CXL/WDL/DLN	Candidates Needed	Budget Target	Camp Attended	Camp Completed	4Aug24 Projections
2024-2025															
6	71			83	37	0	0	65	18	79	17	100	0	0	0
7	71	67	94.4%	40	20	1	0	25	15	29	0	90	0	0	0
8	65	62	87.3%	37	24	1	0	33	4	33	13	90	0	0	0
9	68	61	93.8%	41	47	1	0	28	13	88	19	95	0	0	0
10	74	64	94.1%	13	0	1	3	9	4	31	-13	69	0	0	0
11	65	70	94.6%	0	0		28	0	0	3	0	79			
12	64	63	96.9%	0	0		14	0	0	1	0	67			
	478	387	93.5%	214	128	4	45	160	54	264	36	590	0	0	0
MS	207	129		160	289		MS	252		8					
HS	271	258		54	312		HS	295							
					601			547							

527 Total Applications in Oakland Enrolls
 CAO 16 May2024, 0811

Coversheet

Cashflow Update

Section: VI. Information/Discussion Items
Item: A. Cashflow Update
Purpose:
Submitted by: Jacque Eischens
Related Material: OMI_Cashflow_Report_2024.05.16 Meeting.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

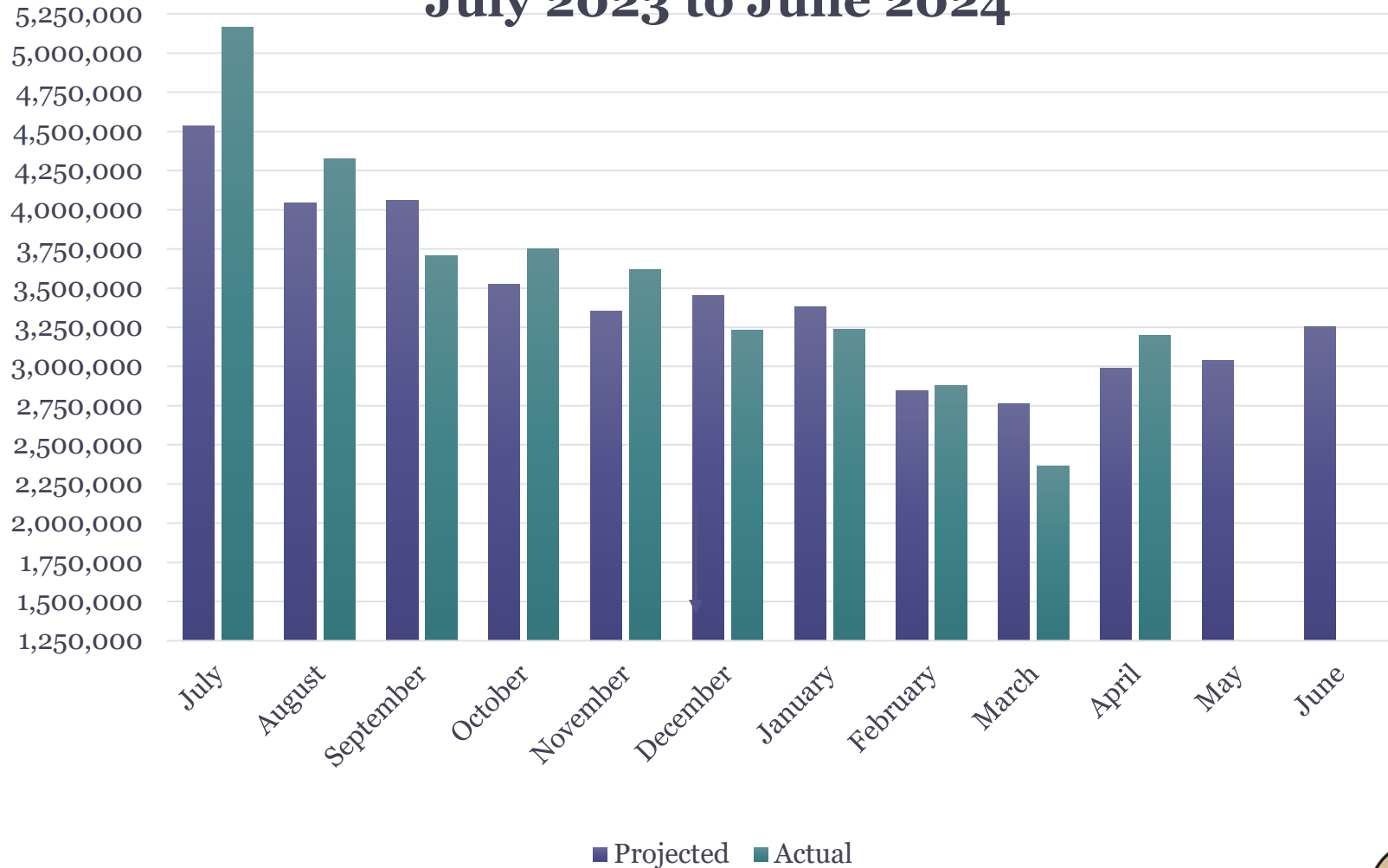
May 16, 2024

Prepared by Jacque Eischens, Consulting CFO



Cash Projections*

July 2023 to June 2024

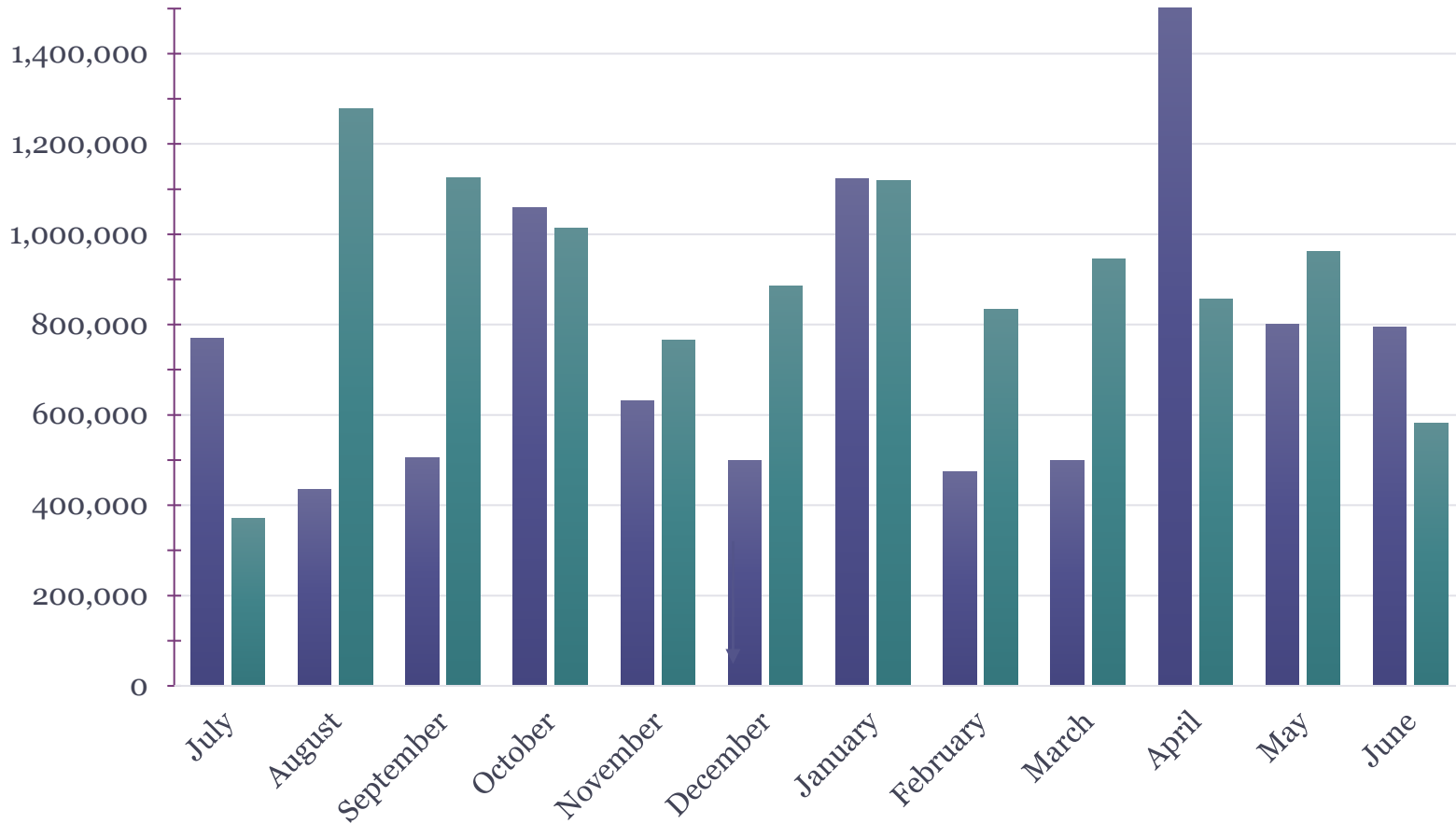


*Cash balances include \$1M held in a CD



FY 2023-24 Revenue vs Expense

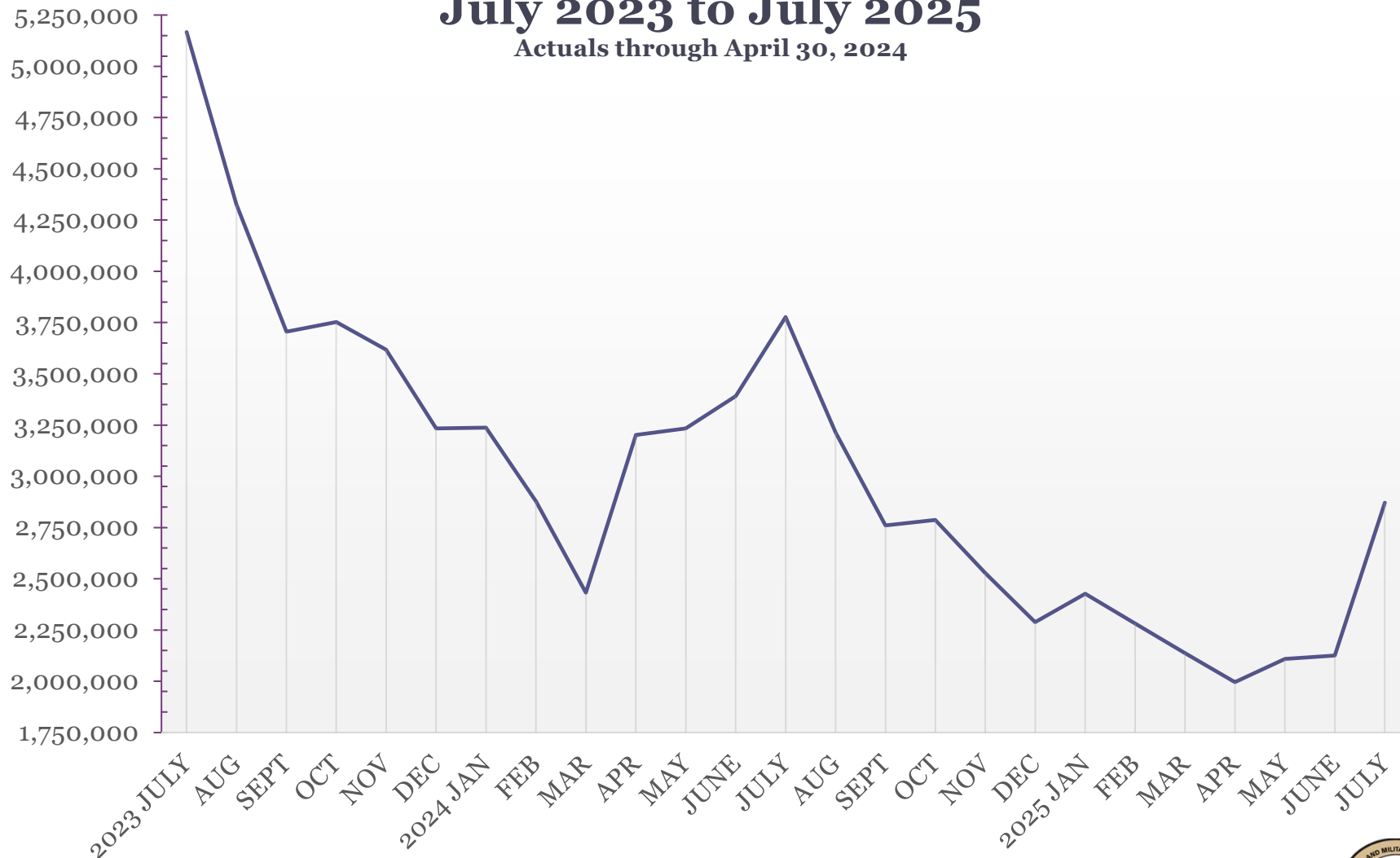
Actuals through April 30, 2024



Cashflow Projections*

July 2023 to July 2025

Actuals through April 30, 2024



*Cash balances include \$1M held in a CD



Coversheet

2024-2025 Board Meeting Dates DRAFT

Section: VI. Information/Discussion Items
Item: B. 2024-2025 Board Meeting Dates DRAFT
Purpose:
Submitted by: Mary Streshly
Related Material: Board Meeting Dates 2024-2025 DRAFT.pdf

BACKGROUND:

These are the proposed board meeting dates for the 2024-2025 academic year.

RECOMMENDATION:

The OMI staff ask the board to consider the dates listed as the official dates for board meetings for 2024-2025 academic year.



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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



2024-2025 Academic School Year: Board Meeting Dates

All Meetings start at **4:00 pm**, unless otherwise noted.
Location B104, 3877 Lusk St. Oakland, CA 94608

No July mtg

August 8, 2024 Regular Board Meeting

- *Unaudited Actual 23-24 due 09-01-2024 (most likely)*

September 12, 2024 Regular Board Meeting

No October mtg

November 14, 2024 Regular Board Meeting

- *First Interim due 12-01-2024 (most likely)*

December 12, 2024 Regular Board Meeting

- *Audit Report due 12-15-2024 (most likely)*

January 30, 2025 Regular Board Meeting

- *for SARC approval*

February 27, 2025 Regular Board Meeting

- *Second Interim due 3-01-2025 (most likely); Safety Plan due Mar 1*

March 27, 2025 Regular Board Meeting

- *2024-2025 Independent Auditor Selection Form Due Mid March*

No April mtg

May 1, 2025 Regular Board Meeting

- *2024-2025 Charter Schools Annual Information Survey due Mid May*

May 29, 2025 Regular Board Meeting

- *LCAP First Reading*
- *Budget First Reading*

June 12, 2025 Regular Board Meeting

- *LCAP Approval; Budget Approval*
- *Multi-Years Budget Projection due 6-17-2024 (most likely)*

Coversheet

Action/Discussion: Salary Schedule

Section: VII. Action Items
Item: A. Action/Discussion: Salary Schedule
Purpose:
Submitted by: Kathryn Wong
Related Material: OMI_Classified_and_Certificated_Mgt._Salary_Schedule_FY_24-25.pdf

BACKGROUND:

The staff recommends the ability to move classified staff from 220 days to 185 days or from 260 days to 220 days. This will help with cost savings by reducing the staff needed during the summer and school year.

Two positions were added the Facilities Manager and After School and Community Manager.

Another step was added for longevity for 25 years and 30 years. The last salary schedule stopped at 20 years.

The staff recommends changing the National Board Certificated teacher from \$1,500 to \$5,000. The National Board is a professional teaching standard only for a few selected teachers who can pass a battery of exams by their peers. It helps with the impact on students and provides professional development. We are fortunate to have two teachers on staff who hold this certificate. Another stipend has been added for the ASG Chair for \$750. Teaching and Extra Class of 6/5 is considered a .2FTE or 20% of the salary base.

RECOMMENDATION:

OMI Staff recommends that the Board of Directors approve the movement on the salary schedule.

24-25 OMI Classified Mgt Salary Schedule

CLASSIFIED	Contracted Days	Step 1	Step 2	Step 3	Step 4	Step 5
NON-EXEMPT						
Tutors	185	\$ 19.95	\$ 21.00	\$ 22.05	\$ 23.10	\$ 24.15
		\$ 29,526.00	\$ 31,080.00	\$ 32,634.00	\$ 34,188.00	\$ 35,742.00
Custodial Technician	260	\$ 22.82	\$ 23.53	\$ 24.26	\$ 24.98	\$ 25.73
		\$ 47,468.78	\$ 48,936.89	\$ 50,450.40	\$ 51,963.91	\$ 53,522.83
Special Education Aide /Bilingual EL Aide/After-School Aides	185	\$ 22.82	\$ 23.53	\$ 24.26	\$ 24.98	\$ 25.73
		\$ 33,775.86	\$ 34,820.48	\$ 35,897.40	\$ 36,974.32	\$ 38,083.55
Administrative Assistant/Attendance	185/220	\$ 27.67	\$ 28.53	\$ 29.41	\$ 30.29	\$ 31.20
	220	\$ 48,702.90	\$ 50,209.17	\$ 51,762.04	\$ 53,314.90	\$ 54,914.34
	185	\$ 40,954.71	\$ 42,221.35	\$ 43,527.17	\$ 44,832.98	\$ 46,177.97
Cafeteria Aide	185/220	\$ 27.67	\$ 28.53	\$ 29.41	\$ 30.29	\$ 31.20
	220	\$ 48,702.90	\$ 50,209.17	\$ 51,762.04	\$ 53,314.90	\$ 54,914.34
	185	\$ 40,954.71	\$ 42,221.35	\$ 43,527.17	\$ 44,832.98	\$ 46,177.97
Office Manager/Registrar	220/260	\$ 31.17	\$ 32.13	\$ 33.13	\$ 34.13	\$ 35.14
	260	\$ 64,833.60	\$ 66,830.40	\$ 68,910.40	\$ 70,990.40	\$ 73,091.20
	220	\$ 54,859.20	\$ 56,548.80	\$ 58,308.80	\$ 60,068.80	\$ 61,846.40
Campus Monitor	185/220	\$ 28.04	\$ 28.91	\$ 29.80	\$ 30.69	\$ 31.62
	220	\$ 49,341.60	\$ 50,875.44	\$ 52,446.24	\$ 54,017.04	\$ 55,643.28
	185	\$ 41,491.80	\$ 42,781.62	\$ 44,102.52	\$ 45,423.42	\$ 46,790.94
Facilities Technician	260	\$ 31.17	\$ 32.13	\$ 33.13	\$ 34.13	\$ 35.14
		\$ 64,842.96	\$ 66,830.40	\$ 68,905.20	\$ 70,980.00	\$ 73,098.48
Executive Assistant to the Superintendent	260	\$ 33.15	\$ 34.18	\$ 35.21	\$ 36.26	\$ 37.40
		\$ 68,948.88	\$ 71,089.20	\$ 73,229.52	\$ 75,413.52	\$ 77,794.08
Business Technician	260	\$ 33.15	\$ 34.18	\$ 35.21	\$ 36.26	\$ 37.40
		\$ 68,948.88	\$ 71,089.20	\$ 73,229.52	\$ 75,413.52	\$ 77,794.08
Information Technology (IT) Technician/ Data Technician	220/260	\$ 33.15	\$ 34.18	\$ 35.21	\$ 36.26	\$ 37.40
	260	\$ 68,948.88	\$ 71,089.20	\$ 73,229.52	\$ 75,413.52	\$ 77,794.08
	220	\$ 58,341.36	\$ 60,152.40	\$ 61,963.44	\$ 63,811.44	\$ 65,825.76
EXEMPT						
After-School and Community Engagement Manager	260	\$ 77,801	\$ 80,207	\$ 82,688	\$ 85,168	\$ 87,723
Facilities Manager	260	\$ 77,801	\$ 80,207	\$ 82,688	\$ 85,168	\$ 87,723
Human Resources Manager	260	\$ 77,801	\$ 80,207	\$ 82,688	\$ 85,168	\$ 87,723
Information Technology (IT) Manager	260	\$ 84,025	\$ 86,623	\$ 89,303	\$ 91,982	\$ 94,741
Student Data Manager/Registrar	260	\$ 77,801	\$ 80,207	\$ 82,688	\$ 85,168	\$ 87,723
Social/Emotional Therapist	185	\$ 85,062	\$ 87,693	\$ 90,405	\$ 93,117	\$ 95,911
Chief Business Officer	260	\$ 141,525	\$ 145,902	\$ 150,415	\$ 155,067	\$ 159,863
CERTIFICATED						
Director of Teaching & Learning	220	\$ 131,765	\$ 135,840	\$ 140,041	\$ 144,372	\$ 148,838
Director of Student Services and Special Programs	220	\$ 131,765	\$ 135,840	\$ 140,041	\$ 144,372	\$ 148,838
Student Services Coordinator	220	\$ 103,499	\$ 106,700	\$ 110,000	\$ 113,300	\$ 116,699
Instructional Coach	220	\$ 101,660	\$ 104,804	\$ 108,045	\$ 111,286	\$ 114,625
Psychologist/Speech & Language Therapist	205	\$ 91,541	\$ 96,359	\$ 101,430	\$ 106,502	\$ 111,827
Counselor/Special Education Counselor	220	\$ 85,062	\$ 87,693	\$ 90,405	\$ 93,117	\$ 95,911

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

Additional Stipend annually	CACC Member	1000
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Longevity Annual Stipend-based on consecutive years of service with OMI	
5 YOS	\$500
10 YOS	\$1,000
15 YOS	\$2,000
20 YOS	\$3,000
25 YOS	\$4,000
30 YOS	\$5,000

Board Approved

Coversheet

Graduation Requirement: Dual Enrollment

Section: VII. Action Items
Item: B. Graduation Requirement: Dual Enrollment
Purpose:
Submitted by: Shawna Lipsey
Related Material: OMI GRADUATION REQUIREMENTS.pdf

BACKGROUND:

OMI Graduation Requirements revised to include the option of cadets to apply Dual Enrollment coursework to aligned academic areas (a-f) in pursuit of The OMI Advantage (Governor's Baccalaureate Diploma Pathway or The OMI Advantage Pathway). Currently Dual Enrollment coursework is eligible to earn only Elective (g) credit. This revision will allow Dual Enrollment coursework to meet graduation requirements in additional aligned academic areas.

RECOMMENDATION:

OMI Staff recommends that the Board of Directors approve the dual enrollment coursework satisfy OMI high school graduation requirements in specific fields of study.

OMI GRADUATION REQUIREMENTS#

			Third Year of Science Added*		Ethnic Studies Added**	
UC a-g Categories (Earned grade of C or above)	OMI Graduation Requirements	Credits	OMI Graduation Requirements	Credits	OMI Graduation Requirements	Credits
a (30)	History	30	History	30	History	30
b (40)	English	40	English	40	English	40
c (30)	Math	30	Math	30	Math	30
d (20)	Science	20	Science	30	Science	30
e (20)	World Language	20	World Language	20	World Language	20
f (10)	Vis/Perf Arts	10	Vis/Perf Arts	10	Vis/Perf Arts	10
g (10)	Military Science/ Student Leaders	20	Military Science/ Student Leaders	20	Military Science/ Student Leaders	20
	Military Science PE/ Student Leaders PE	20	Military Science PE/ Student Leaders PE	20	Military Science PE/ Student Leaders PE	20
	Elective	30	Elective	20	Elective	15
					Ethnic Studies	5
	TTL	220	TTL	220	TTL	220

*Third year (10 credits) of science required for the class of 2026 and beyond

**Ethnic Studies (5 credits) required for class of 2030 and beyond

Dual Enrollment

Dual Enrollment courses may fulfill an A-G graduation requirement if the course meets the UC College Course Guidelines, the course has been identified as one of the six Cal-GETC areas (English Communication, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, Physical and Biological Sciences, and/or Ethnic Studies), and administration approval is obtained PRIOR to the beginning of the semester the cadet plans to take the course. DE coursework may be applied towards [The OMI Advantage](#).

Note: Concurrent enrollment courses will not count towards meeting OMI high school graduation requirements, therefore concurrent courses will not be reflected on the OMI transcript.

Alternate Graduation Pathways

*Assembly Bill (AB) 167/216 Foster Youth

- Right to State Graduation requirements only: 130 credits in specified classes
- Right to a 5th year to complete graduation requirement

*California AB 1806 (2014) (Ca. Code §§51225.1 and 51225.2) [Mckinney Vento]

- State Graduation requirements only: 130 credits for students experiencing homelessness

*California SB 532 (2022)

- Homeless Right to a 5th year if credit deficient

*SB 74 - Alternative Graduation Pathways for Special Education based on IEP

- A newly defined high school alternate diploma-pathway exclusively for students with significant cognitive disabilities, that allows high school diploma attainment through meeting state minimum course requirements [130 credits in specified courses] using California's Alternate Achievement Standards, and that also meets federal graduation criteria for state accountability;
- Equitable access across all California local educational agencies (LEAs) to an existing diploma-pathway option that only requires meeting the minimum state standards for graduation [130 credits in state specified courses] and not additional local requirements. This allowance should be determined on an individual student basis with the IEP team expectation always starting with how a student can meet all state and local requirements for graduation. This opportunity would allow for the IEP team to carefully determine that the student would benefit from only meeting state (and not local) minimum graduation requirements, and to essentially waive local requirements for graduation

Coversheet

Approve Governing Board Member Terms

Section: VII. Action Items
Item: C. Approve Governing Board Member Terms
Purpose:
Submitted by: Carlos Rodriguez
Related Material: Approve Governing Board Member Terms May 16, 2024 BM.pdf

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy board bylaws provide that appointed board members serve for two (2) year terms with no term limits. The OMI Board has established board member terms so that the positions are staggered and for all terms to begin July 1 in alignment with the school's fiscal year.

RECOMMENDATION:

Staff recommends that the OMI Board of Directors renew the following board member terms for a period of two years.



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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



Action Item

Approve Governing Board Member Terms

Background: The Oakland Military Institute (OMI) College Preparatory Academy board bylaws provide that appointed board members serve for two (2) year terms with no term limits. The OMI Board has established board member terms so that the positions are staggered and for all terms to begin July 1 in alignment with the school’s fiscal year.

Recommendation: Staff recommends that the OMI Board of Directors renew the following board member terms for a period of two years. Terms shall be recommended for automatic renewal every two years unless the Board Chairperson is notified of a resignation.

Board Member	Term
David Clisham	July 1, 2024 - June 30, 2026
Marc Mares	July 1, 2024 - June 30, 2026
Admiral Jody Breckenridge	July 1, 2023 - June 30, 2024 (Resigned)

From the office of Dr. Mary E. Streshly, Superintendent, Oakland Military Institute College Preparatory Academy

Coversheet

Approve Appointment Of Board Officers

Section: VII. Action Items
Item: D. Approve Appointment Of Board Officers
Purpose:
Submitted by: Carlos Rodriguez
Related Material: Appointment of Board Officers May 16, 2024 BM.pdf

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy board bylaws require that officers of the corporation be chosen annually. The bylaws further state that the *“officers of the Corporation shall be a Chief Executive Officer, A Secretary, and a Chief Financial Officer. The Corporation, at the Board’s direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chairman of the Board and the Vice-Chair, officers shall not also be directors (Board members).”*

RECOMMENDATION:

Staff recommends that the OMI Board of Directors select the following Individuals as corporate officers.



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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



Action Item

Appointment of Board Officers

Background: The Oakland Military Institute (OMI) College Preparatory Academy board bylaws require that officers of the corporation be chosen annually. The bylaws further state that the *“officers of the Corporation shall be a Chief Executive Officer, A Secretary, and a Chief Financial Officer. The Corporation, at the Board’s direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chairman of the Board and the Vice-Chair, officers shall not also be directors (Board members).”*

Recommendation: Staff recommends that the OMI Board of Directors select the following Individuals as corporate officers.

Office	Name
Chief Executive Officer	Dr. Mary E. Streshly
Board Secretary	Anne Campbell Washington
Chief Financial Officer	CMSgt (CA) Thomas James
Chairman of the Board	Hon. Edmund G. Brown
Vice Chair	MG David Baldwin

From the office of Dr. Mary E. Streshly, Superintendent, Oakland Military Institute College Preparatory Academy

Coversheet

Consolidated Application

Section: VII. Action Items
Item: E. Consolidated Application
Purpose:
Submitted by: Jacque Eischens
Related Material: 2024-2025 Consolidated Application.pdf

BACKGROUND:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter

schools throughout California.

OMI is required to submit the ConApp through the CDE website and share a copy with Oakland Unified School District (OUSD). Once the ConApp is board approved a copy will be posted on the school website.

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the 2024-25 Consolidated Application.

California Department of Education

Consolidated Application

Oakland Military Institute, College Preparatory Academy (01 61259 0130617)

Status: Certified
 Saved by: Jacque Eischens
 Date: 5/2/2024 9:15 AM

2024–25 Certification of Assurances

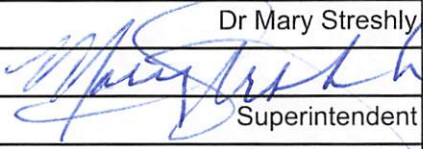
Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Dr Mary Streshly
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/02/2024

*****Warning*****

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2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Mary Streshly
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/02/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/24/2021
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Mary Streshly
Authorized Representative's Title	Superintendent

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California Department of Education

Consolidated Application

Oakland Military Institute, College Preparatory Academy (01 61259 0130617)

Status: Certified
 Saved by: Jacque Eischens
 Date: 5/2/2024 9:15 AM

2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	216
Estimated English learner student program allocation	\$28,134

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$26,557
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$1,577
Total budget	\$28,134

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Oakland Military Institute, College Preparatory Academy (01 61259 0130617)

Status: Certified
Saved by: Jacque Eischens
Date: 5/2/2024 9:15 AM

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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