



Oakland Military Institute, College Preparatory Academy

Regular Board Meeting

Published on January 27, 2025 at 2:25 PM PST

Date and Time

Thursday January 30, 2025 at 4:00 PM PST

Location

Address: 3877 Lusk St. Oakland, CA 94608

Room: B104, B Side Building

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

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

Agenda

	Purpose	Presenter	Time
I.	Open Session		
II.	Opening Items		4:00 PM

	Purpose	Presenter	Time
A.	Roll Call		1 m
B.	Call the Meeting to Order		1 m
	CALL TO ORDER: The Chairman of the Governing Board of Directors will call the Oakland Military Institute College Preparatory Academy meeting to order at 4:00 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/Commandant Liaison Mr. Carlos Rodriguez at crodriguez@omiacademy.org .		
D.	Ordering of the Agenda		2 m
III.	Approval of Consent Items		4:10 PM
A.	Minutes of December 12, 2024 Regular Meeting	Approve Minutes Carlos Rodriguez	2 m
B.	OMI Bank Account Activity (December 1, 2024-January 30, 2025)	Jessika Welcome	5 m
C.	Personnel Report	Kathryn Wong	5 m

	Purpose	Presenter	Time
D.	New Contracts	Mary Streshly	2 m
E.	Candidate Summer Entrance Camp	CMSgt (CA) Thomas James	5 m
IV.	Cadet Commander Report		4:29 PM
A.	Cadet Commander Report	Jayson Ly	10 m
V.	Superintendent's Update		
	Superintendent Dr. Streshly will provide the OMI Board an update on the following items:		
	<ul style="list-style-type: none"> • Board Ethics Training Requirement • Recruitment Activities Progress Report • Community Schools Grant Submission • New CAASPP Growth Indicator for Middle School 		
VI.	Information/Discussion Items		4:39 PM
A.	Cadet Performance: Math	Jonathan Pike	5 m
B.	Financial Update	Jessika Welcome	5 m
VII.	Action Items		4:49 PM
A.	Consideration and Approve- Appointment of New Board Member- Brigadier General (CA) Peter Cross	Jerry Brown	2 m
B.	Approve Superintendent's Contract Addendum	Jerry Brown	5 m
C.	Approve School Accountability Report Card (SARC)	Mary Streshly	10 m
D.	Approve Board Resolution #01-2025: Reduction in Force	Mary Streshly	5 m

	Purpose	Presenter	Time
E. Approve Declaration of Needs for Fully Qualified Educators		Kathryn Wong	5 m
VIII. Standing Item: Review Board Meeting Quorum for next meeting			
IX. Board Member Comments			
X. Closed Session			5:16 PM
A. Superintendent's Evaluation		Jerry Brown	30 m
XI. Reconvene to Open Session			
XII. Closing Items			5:46 PM
A. Adjourn Meeting	Discuss	Jerry Brown	1 m

Coversheet

Minutes of December 12, 2024 Regular Meeting

Section: III. Approval of Consent Items
Item: A. Minutes of December 12, 2024 Regular Meeting
Purpose: Approve Minutes
Submitted by: Carlos Rodriguez
Related Material: Minutes for Regular Board Meeting on December 12, 2024

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on December 12, 2024.

RECOMMENDATION:

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

APPROVED



Oakland Military Institute, College Preparatory Academy

Minutes

Regular Board Meeting

Date and Time

Thursday December 12, 2024 at 4:00 PM

Location

Address: 3877 Lusk St. Oakland, CA 94608

Room: B104, B Side Building

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.

Directors Present

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

Directors Absent

S. Bryce

Guests Present

24 additional participants, C. James, C. Rodriguez, J. Pike, J. Welcome, K. Wong, M. Streshly, M. Traver, S. Lipsey

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

J. Brown called a meeting of the board of directors of Oakland Military Institute, College Preparatory Academy to order on Thursday Dec 12, 2024 at 4:08 PM.

C. Public Comment

There were no public comments at this board meeting.

D. Ordering of the Agenda

A. Campbell Washington made a motion to maintain the order of the agenda as written.

J. Wire seconded the motion.

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

II. Approval of Consent Items

A. Minutes of November 14, 2024 Regular Meeting

D. Clisham made a motion to approve the minutes from Regular Board Meeting on 11-14-24.

A. Campbell Washington seconded the motion.

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

B. OMI Bank Account Activity (November 1, 2024- November 30, 2024)

D. Clisham made a motion to approve the bank account activity.

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.

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

D. New Contracts

D. Clisham made a motion to approve the new contract.

A. Campbell Washington seconded the motion.

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

III. Cadet Commander Report

A. Cadet Commander Report

C/LTC Jose Delgado Castillo began by explaining that because OMI is a college preparatory academy, it is the school's duty to expose the cadets to colleges and opportunities that will benefit them in the future.

OMI cadets that applied to UC Davis were given a chance to go to the school on a field trip to see the school first hand.

The middle school teachers devised a new way to have a parent-teacher conference. Middle school cadets would invite their parents to the school, give them a presentation about what they have learned in the past semester, and gain presentation skills in the process.

Some of the senior cadets, at the time of the board meeting, were accepted to some of the UC and CSU schools that they applied to. Seniors that want to attend private schools will have a chance to submit applications in December.

A special shout out was given to C/CSM Darlin Diaz-Velasquez because she was appointed by sitting Senator Butler to the United States Airforce Academy.

IV. Superintendent's Update

A. Superintendent Update

Dr. Streshly began by expressing to the Board of Directors and the board meeting attendees that we will be celebrating the five honorees for their contributions felt in the school. OMI staff wanted to keep the new annual tradition alive by honoring some of the staff members that have made an impact at OMI throughout the last year. The five honorees were:

Valmiria Amaya
Cynthia Murphy
Mark Basnage
Miyoung Kang
SSG Grant Neal

V. Staff of the Year Recognition Ceremony [Intermission]

A. Ceremony

The ceremony started at 4:16pm and ended on 4:42pm following with a recess for the reception.

B. Reception

The reception started at 4:42pm and ended at 4:56pm.

VI. Information/Discussion Items

A. Monthly Math Report

Jonathan Pike began by letting the Board of Directors know that OMI, through the help of Governor Brown's donations, has implemented a handful of tutors that will be helping with mathematics.

The tutoring program will be focusing on the grades that take the tests. Scores will be checked and the cadets will be grouped by level.

Cadets will be pulled out during Military Science one day a week on a rotating basis, rotating set of cadets. The sessions will be 1.5-2 hours a week. The cadets will also be pulled out of their Math Plus class for tutoring.

Saturday school and after school opportunities are being worked on to increase the amount of tutoring the cadets are getting in preparation for the end of the year testing. The tutoring time is designed to get the basics understood while the cadets have the regular class show them grade level content so the cadets are getting both levels of content.

Mr. Mares asked about 7th period potentially being an option to more tutoring opportunities. OMI staff has considered it but some cadets have jobs and other responsibilities so we have to take that into account. The cadet athletes are being tutored after school by Mr. Murray in order to maintain the eligibility to play. OMI staff sent notifications to the parents saying that before school tutoring is offered now as well.

Mr. Mares asked if Mr. Pike could look into the volunteer tutors that could be sent from UC Berkeley as an option as well.

B. Financial Update

Jessika Welcome explained in her presentation that enrollment and attendance remain steady in month 4. This trend staying consistent would allow for a strong P-1 report and would help the cashflow.

The operational cash balance was maintained above the one month payroll line because of the influx of the CD funds.

OMI is currently at a holding pattern because Jessika and OMI staff are waiting on the Governor's preliminary budget.

Jessika mentioned that Prop 2 was passed and that charter schools had \$600 million allocated. OMI would have to have a project in mind and apply for funding.

C. Technology Update

Mark Basnag gave the Board of Directors a breakdown of the technological advancements that he has overseen since he returned to OMI as well as in the year.

The school's technology was antiquated and needed to be updated in many aspects. The wifi was slow and was being throttled by faulty equipment. Mark worked with the wifi vendor to replace the necessary servers to update speeds.

The school's phone system was very inconvenient. New hardware and software was updated and now after school calls do not have to go to a staff member's phone.

OMI had significant trouble in times when end of the year testing came around. With the implementation of new technological advancements at OMI, testing has been easier to administer.

Since the last update, two alumni came back to work with the technology department and have been instrumental in the smooth roll out of technology services.

In 2025, Mark sees replacement programs for chromebooks, staff computers, and network infrastructures.

D. Student Recruitment Plan for 2025-2026

CMSgt Thomas James began by mentioning that Odua Isibor from The Media Company joined in on the meeting as he is part of the recruiting process.

CMSgt James mentioned that he anticipates 386 cadets being enrolled once the seniors graduate. He anticipates that he wants to reach roughly 290 candidates to fill out the numbers for recruitment.

The number of engagements that each new prospective candidate gets should have different impressions every time instead of the current constantly same content shown.

OMI has to provide more than just academics to be enticing to more candidates. OMI implemented extracurricular activities, sports and other things to make the school more of an attractive destination to spend middle and high school years.

Dr. Streshly mentioned that a family with all of their children came by themselves without being exposed to the media rollout to get a tour of the school. The family was surprised

that their initial thoughts of the school were different from the reality and were pleasantly surprised.

Marc Mares mentioned that keeping the academics high will be helpful to bring in an influx of candidates.

VII. Action Items

A. Approve Final Audit Report

J. Wire made a motion to approve the final audit report.

M. Baldwin seconded the motion.

Kyle Holtz began by explaining that there were no findings in the audit. He mentioned that the OMI transition from back office provider SchoolAbility and EdTec was smooth and he had an easy time working with all three companies to get the necessary materials for the audit. There was a main audit and a Measure G1 Parcel Tax audit in which both had no findings.

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

B. Approve BP 5141.52 Suicide Prevention Policy

J. Wire made a motion to approve BP 5141.52 Suicide Prevention Policy.

A. Campbell Washington seconded the motion.

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

C. Approve BP 5145.3 Sexual Harassment - Student Focused Policy

J. Wire made a motion to approve BP 5145.3 Sexual Harassment - Student Focused Policy.

A. Campbell Washington seconded the motion.

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

D. Approve BP 6158 Independent Study Policy

J. Wire made a motion to approve BP 6158 Independent Study Policy.

A. Campbell Washington seconded the motion.

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

E. Approve BP 6164.4 Independent Educational Evaluation Policy

J. Wire made a motion to approve BP 6164.4 Independent Educational Evaluation Policy.

A. Campbell Washington seconded the motion.

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

VIII. Standing Item: Review Board Meeting Quorum for next meeting

A. Board Member Attendance Confirmation

Gov. Brown: Yes
MG Baldwin: No
Ms. Washington: Yes
Mr. Mares: No
Mr. Wire: Yes
Ms. Foster: Yes
Mr. Bryce: Yes
Mr. Clisham: ?

B. Alternate Board Meeting Date for February Meeting.

The date of February 20, 2025 was asked to be considered because some of the OMI staff that engage in the board meetings will be at the Community Engagement Initiative conference. The responses of some of the board members.

Bryce: no
Wire: no
Washington: yes
Mares: yes

IX. Board Member Comments

A. Board Member Comments

OMI staff need to have exact OMI verbiage for the policies that are presented to the Board of Directors so everything fits for the school. Marc Mares will be helping Shawna Lipsey with this.

X. Adjourn to Closed Session

A. Adjourn to Closed Session

The regular board meeting was adjourned to enter closed session at 5:51pm.

XI. Reconvene to Open Session

A. Reconvene to Open Session

The board meeting was reconvened to open session at 6:01pm.

No actions were taken in the closed session.

XII. Closing Items

A. Adjourn Meeting

M. Baldwin made a motion to adjourn the meeting.

M. Mares seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:03 PM.

Respectfully Submitted,

J. Brown

Coversheet

OMI Bank Account Activity (December 1, 2024- January 30, 2025)

Section: III. Approval of Consent Items
Item: B. OMI Bank Account Activity (December 1, 2024- January 30, 2025)
Purpose:
Submitted by: Jessika Welcome
Related Material: OMI Bank Register December 2024.pdf


BACKGROUND:

Staff recommends ratification of payroll and vendor warrants paid between December 1, 2024 – January 30, 2025. Detailed information and supporting documentation are available for review in the Finance Department if needed.

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

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the payroll and vendor warrants paid during the time period of December 1, 2024 – January 30, 2025.

Combined Board Check Register							
School: OMI							
Month: December 2024							
						Total Paid By Check:	\$ 303,577.85
						Total Paid By Credit Card:	\$ 4,521.56
Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount	
Check	20919	Oakland Unified School District	12/24/2024	Bill #OMIRENT25C--2024-25 Facility Fee Billing & Rent Bill #OMI-1OVF25A--2024-25 Charter Schools 1%		\$ 82,234.00	
Check	20885	Kaiser Foundation Health Plan	12/9/2024	Bill #776863025210--Employee Health Benefits: January 2025 + Retro activity		\$ 57,589.36	
Check	DB120324A	CALPERS	12/3/2024	DB120324A; CALPERS		\$ 39,777.49	
Check	20882	EdTec Inc	12/9/2024	Bill #204329--EdTec Monthly Back Office Service - December 2024		\$ 17,291.67	
Check	20886	Mobile Modular	12/9/2024	Bill #2649573--Rent: 12/02 - 12/31/24		\$ 12,729.10	
Check	20897	Zoom Janitorial Service Inc	12/9/2024	Bill #INV-OMI-08--Cleaning services for Month of		\$ 10,885.00	
Check	20904	Lauren Greenberg	12/17/2024	Bill #2--Consulting Coaching and advising OMI Teachers: 07/31 - 12/02/24		\$ 10,800.00	
Check	20880	Brent M. Cooper, LEP	12/9/2024	Bill #3476--Speech & Ed Psych Assessment: 10/01 - 10/31/24		\$ 9,115.00	
Check	20877	Charter Schools	12/9/2024	Bill #24822--Registration: CBO 2025 Charter Business		\$ 5,950.00	
Check	20887	Principal Life Insurance Company	12/9/2024	Bill #111524--Insurance Premium : 12/01 - 12/31/24 & Adjustments		\$ 5,699.87	
Check	20916	The Hartford	12/17/2024	Bill #120924--Insurance Due by 01/01/25		\$ 5,645.20	
Check	20896	Young, Minney & Corr,LLP	12/9/2024	Bill #13698--Legal Services through 11/01 - 11/27/24		\$ 5,585.00	
Check	20872	SafeTight Security LLC	12/2/2024	Bill #10678--Installation of Security System Vape masking programmable keyword aggression and		\$ 3,748.50	
Check	20890	Republic Indemnity Co Of America	12/9/2024	Bill #120124--Insurance		\$ 3,614.39	
Check	20883	First Alarm	12/9/2024	Bill #855962--Inspection Recurring Daily Communciation Test & Monitoring Service: 01/01 -		\$ 3,361.05	

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	20895	Waste Management of Alameda Co	12/9/2024	Bill #5617988-2216-0--Trash Svc - December '24		\$ 3,104.56
Check	20884	Haight Brown & Bonesteel	12/9/2024	Bill #3281058--;Professional Services rendered through		\$ 2,507.50
Check	20879	Comcast Business	12/9/2024	Bill #225425372--Recurring Charges due by 01/01/25 & Adjustments		\$ 2,269.47
Check	20878	Comcast Business	12/9/2024	Bill #226433294--Recurring Charges due by 1/01/25		\$ 2,170.57
Check	20871	Mid-County Officials Network	12/2/2024	Bill #OMIMCOWJVVB024F--2024 Fall - Junior Varsity		\$ 2,011.00
Check	DB120624	US Bank	12/6/2024	DB120624; US Bank		\$ 1,398.72
Check	20873	SchoolAbility, LLC	12/2/2024	Bill #2502-CAOMIA--Professional Services (FL OL5)		\$ 1,218.00
Check	20912	San Joaquin County Off of Educ	12/17/2024	Bill #243870--EDJOIN Account Fees - One Year Term		\$ 1,200.00
Credit Card	9515-3463	Civicorps	12/26/2024	12/04 - Civicorps		\$ 1,107.00
Credit Card	9515-3463	Civicorps	12/26/2024	12/19 - Civicorps		\$ 1,107.00
Check	20914	TeamLogic IT	12/17/2024	Bill #60508-9371--Service: Flat Rate Managed IT Service Bundle & Hardware Rental: 11/26 - 12/25/24		\$ 1,100.00
Check	20913	Sharp Business Systems	12/17/2024	Bill #83339816--Equipment Charges: 12/01 - 12/31/24		\$ 1,088.06
Check	20892	TeamLogic IT	12/9/2024	Bill #60508-9280--Service: Flat Rate Managed IT Service Bundle & Hardware Rental: 10/26 - 11/25/24		\$ 1,058.75
Check	20902	Employment Development	12/17/2024	Bill #L0885306064--The Liabilities has been calculated		\$ 1,037.87
Credit Card	9515-3463	Jetro Cash & Carry	12/26/2024	12/09 - Jetro Cash & Carry		\$ 983.85
Check	20893	ULINE	12/9/2024	Bill #186355771--Supplies		\$ 895.39
Check	20917	Wex Bank	12/17/2024	Bill #101454056--Fuel Purchases: 12/20/24		\$ 821.57
Check	20870	Amazon Capital Services	12/2/2024	Bill #1TXK-VVLJ-Q714--Materials & Supplies Bill #1XMD-DCFR-H3XM--Materials & Supplies		\$ 786.43
Check	20911	San Francisco Elevator Service	12/17/2024	Bill #81107--Maintenance billing for the month: December 2024		\$ 560.94
Check	20889	Quadient Leasing USA, INC	12/9/2024	Bill #Q1617689--Services due by 12/31/24		\$ 515.82
Check	20899	Valeria Alferez	12/13/2024	Bill #121224--Cadet participation in CEI Event		\$ 500.00
Check	20900	Piyamaporn Creel	12/13/2024	Bill #121224--Parent participation for CEI Event		\$ 500.00
Check	20901	Jayson Ly	12/13/2024	Bill #121224--Cadet participation in CEI Event		\$ 500.00
Check	20909	North Coast Section, CIF	12/17/2024	Bill #2024-25 050--Fall 2024 NCS Soccer Entry Fee &		\$ 450.00
Check	20891	Swing Education, Inc	12/9/2024	Bill #INV00872258--Substitute Svc: 11/16 - 11/22/24		\$ 420.00
Check	20898	Yesi Moscoso	12/13/2024	Bill #121224--Parent Participation for CEI Event		\$ 350.00
Check	20874	3 J's Global Fire Protection	12/9/2024	Bill #0778--Automatic Suppression & Fire System Services: 12/02/24		\$ 344.10
Check	20888	Quadient Finance USA, Inc	12/9/2024	Bill #112124--Flexlimit Protection Fee & Postage		\$ 303.00
Check	20875	Amazon Capital Services	12/9/2024	Bill #1LYG-H17H-YDL7--Materials & Supplies		\$ 295.11
Check	20918	Worth Ave. Group, LLC	12/17/2024	Bill #1698800--HP CB 11 MKGEE		\$ 243.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Coversheet

Personnel Report

Section: III. Approval of Consent Items
Item: C. Personnel Report
Purpose:
Submitted by: Kathryn Wong
Related Material: Civilian Staff Changes 1-30-25 BM.pdf
MilStaff Staff Changes 1-30-25 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 of the Superintendent. Please find attached all personnel changes since our last board meeting on December 12, 2024.

RECOMMENDATION:

The Human Resources Manager recommends that the OMI Board approve the personnel report in the attached document.

Oakland Military Institute (OMI) College Preparatory Academy School Staff as of December 13, 2024, - January 27, 2025				
New Hire:				
Last Name	First Name	Job Title Description	FTE	Start Date / Separation Date:
Jordan	Kevin	Biology Teacher	1 FTE	1/6/2025
Osa	Takumu	Math Tutor	0.49	1/2/2025
Rosas	Jorge	Math Tutor	0.49	1/2/2025
Transfers:				
Last Name	First Name	Job Title Description		
Promotion:				
Last Name	First Name	Job Title Description		
Separations:				
Last Name	First Name	Job Title Description		
Adams	Therron	Student Services Coordinator and SPED Teacher	1	12/20/2024
Lopez	German	Campus Monitor	1	12/20/2024
Neal	My	SPED Aide	1	1/24/2025
Teacher/Staff Vacancies:				

Oakland Military Institute (OMI) College Preparatory Academy School Military Staff as of November 12, 2024 - December 12, 2024				
New Hire:			FTE	Start Date / Separation Date:
Last Name	First Name	Job Title Description		
Wiley	Sinead	TAC NCO	1	1/17/2025
Return from Military Furlough				
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		
Morris	Raphael	Assistant Support NCO	1	1/6/2025

Coversheet

New Contracts

Section: III. Approval of Consent Items
Item: D. New Contracts
Purpose:
Submitted by: CMSgt (CA) Thomas James
Related Material: OMI x Fortune School MOU.pdf
Oakland Military Institute (OMI) Scoot Services Agreement - SY24-25.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: Fortune School MOU

Contract #2: Scoot Education Service Agreement

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, 2024- June 30, 2025 and ratify open contracts authorized by the superintendent under \$50,000.

CO-SPONSOR PAGE

Please include a separate cover page for each organization that is co-sponsoring the effort.

TO BE COMPLETED BY THE LEAD SPONSORING ORGANIZATION:

Name of Lead Sponsoring Organization: Fortune School of Education

Project Director/Contact Person: MARGARET FORTUNE, PRESIDENT/CEO

Telephone: 916.924.8633

Fax: 916.924.8664

Email: mfortune@fortuneschool.us

Signature: Margaret Fortune

Date: 12/31/2024

TO BE COMPLETED BY CO-SPONSORS:

Type of Organization:

COE ___ District ___ Charter X ___ CDS Code (7 or 14 digits)

01-61259-0130617

Name of Co-Sponsoring Organization:

Name: Oakland Military Institute College Preparatory Academy

Mailing Address: 3877 Lusk Street

City / Zip: Oakland CA 94608

Phone: 510.594.3900

Fax: 510.594.3975

For co-sponsoring districts, please indicate the number of intern candidates that will be employed by your district in **2024-2025**: 0

Co-Sponsor Authorized Participation Has Been Approved By:

Signature of Approving Official: [Signature]

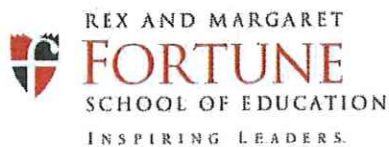
Printed Name of Approving Official: Dr. Mary Streshly

Position/Title: Superintendent

Date: _____

Please attach business card of approving official here

1



SACRAMENTO
BAY AREA

2890 Gateway Oaks Dr., #100
Sacramento, CA 95833
fortuneschool.us

916.924.8633 tel
916.924.8664 fax

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by the following parties:

- **Employing Agency:** Oakland Military Institute College Preparatory Academy
- Program Sponsor: **FORTUNE SCHOOL OF EDUCATION**

Fortune School of Education is a non-profit District Intern Credential Program, accredited by the California Commission on Teacher Credentialing. District Intern Credential Programs are alternative certification programs in which an Employing Agency (School District, Non-Public School, or Charter School) partners with a Program Sponsor to provide coursework, mentoring, and supervision to a District Intern throughout his or her designated one or two-year program.

It is the responsibility of the **EMPLOYING AGENCY** (herein referred to as **EMPLOYER**) and **FORTUNE SCHOOL OF EDUCATION** (herein referred to as **PROGRAM**) to collaborate and implement Teacher Education Alternative Certification and Hiring (TEACH) to recruit, place, and train teachers for positions as “Teacher of Record” in the following areas: English, Mathematics, Social Science, Science, Physical Education, World Languages, Multiple Subject, and Education Specialist: Mild to Moderate Support Needs. District Intern credentials will be valid for a period of two years.

Therefore, in consideration of the mutual assurances set forth below, the parties listed above hereby agree to the following:

1. **AGREEMENT**

The EMPLOYER and PROGRAM hereby agree to collaborate with each other to implement TEACH, and to recruit, place, and train teachers for positions as “Teacher of Record” in the following areas: English, Mathematics, Social Science, Science, Physical Education, World Languages, Multiple Subject, and Education Specialist: Mild/Moderate Support Needs upon the terms and conditions hereinafter set forth.

2. **TERMS OF AGREEMENT**

The term of this agreement is **THREE (3) YEARS.**

This agreement shall be in effect until one party informs the other in writing of their intent to terminate the agreement and all of the conditions set forth. There shall be at least sixty (60) days between the second party’s receipt of the termination notice and the date on which termination is effective.

3. **DISTRICT INTERN SUPPORT AND SUPERVISION**

Per requirements set forth by the California Commission on Teacher Credentialing (herein referred to as CCTC), the EMPLOYER and PROGRAM will provide a minimum of 144 hours of support/mentoring and supervision, plus an additional 45 hours of EL support, for each District Intern per school year. These hours include but are not limited to: coaching, modeling, and demonstrating within classroom; assistance with course planning and problem-solving regarding students and curriculum; and development of effective teaching methodologies. District Intern credentials will be valid for a period of two years.

A) District Intern Support Responsibilities of the EMPLOYER

- i. Provide a qualified On-Site Mentor
 1. Nominated by their school administrator
 2. Valid corresponding Clear or Life credential
 3. Three years successful teaching experience
 4. English Learner Authorization (An individual who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for ELs, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.)
 5. Effective in classroom management and subject specific pedagogy
 6. Trained in PROGRAM-approved Mentor Training Program
- ii. Site Administrator: Ensures that a qualified Site Administrator is in place and possesses a current, appropriate administrative-level credential.
- iii. Focus: to assist each District Intern with developing teaching competencies with regard to design and delivery of curriculum and classroom management practices
- iv. English Learners: Support will include in-classroom coaching specific to the needs of English learners
- v. Activities include but are not limited to:
 1. Content specific coaching (i.e. math coaches, reading coaches, EL coaches etc.)
 2. Grade level or department meetings related to curriculum, planning, and /or instruction
 3. Analysis and reflection sessions of formative, summative, and standardized assessment data
 4. New Teacher Orientation
 5. Coaching (not evaluation) from an administrator
 6. Co-planning with special education or EL expert to address special needs and/or EL students
 7. Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
 8. Review/discuss test results with colleagues (CELDT and standardized tests)

B) District Intern Support Responsibilities of the PROGRAM

- i. Provide a qualified Field Supervisor

- i. Current or retired educator with experience in the field of education
- ii. Focus: to assist each District Intern with developing teaching competencies with regard to design and delivery of curriculum and classroom management practices
- iii. English Learners: Support will include in-classroom coaching specific to the needs of English learners
- iv. Activities include but are not limited to:
 1. Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) offered in person, or via the web-enabled video conference/webinar or other video conferencing media
 2. Peer/faculty support (example: discussion debriefing teaching day at start of each class)

C) District Intern Support Responsibilities that are offered by both the EMPLOYER and PROGRAM:

- i. The EMPLOYER On-Site Mentor and the PROGRAM Field Supervisor assigned to a District Intern shall meet periodically with the District Intern to discuss the
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- ii. District Intern's classroom practices and professional development generally, and to ensure compliance with the California Standards for the Teaching Profession (CSTP) and the standards outlined in Senate Bill 2042, including but not limited to, Teaching Performance Expectations (TPE) in the District Intern's classroom. Furthermore, in the case of District Interns earning an Education Specialist: Mild to Moderate Support Needs Credential, the California Commission on Teacher Credentialing requires that the On-Site Mentor and the Field Supervisor verify that the District Intern has satisfied each professional standard of the CSTPs.
- iii. The EMPLOYER must ensure that the District Intern has opportunities for field experiences that allow him/her to observe and/or participate in the instruction of students other than his/her regular assignment. District Interns should have access to a student body that reflects the full diversity of California public schools. These field experiences must be in the subject area of the District Intern's credential and coordinated in collaboration with the PROGRAM.
- iv. Activities include but are not limited to:
 1. Classroom observations and coaching
 2. Demonstration lessons and/or co-teaching activities with mentor, coach, or program supervisor
 3. Intern observation of other teachers and classrooms
 4. In-person, email, phone (voice, text), and/or video conferencing support related to observation, problem-solving, data analysis (formative, summative, and standardized assessments), reflection on practice, planning, curriculum and/or instruction
 5. Activities/workshops specifically addressing issues in intern's classroom – co-attend by intern and support person(s)
 6. Watching and discussing teaching videos with support person(s)
 7. Interactive Journal (On-Site Mentor/Supervisor and Intern)

8. Phone/Email Support Hotline
 9. Observe SDAIE/ELD lessons online or in person
 10. Weekly planning or review of plans with EL Authorized Credential Holder
 11. Editing work-related writing (letters to parents, announcements, etc.)
 12. Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or program supervisor
- v. In support of the On-Site Mentor, the PROGRAM will provide all On-Site Mentors with 10 hours of orientation (required per CCTC), including professional development in cognitive coaching and other research-based approaches to mentorship of District Interns. The orientation and professional development opportunities will be offered in-person and online via the PROGRAM'S learning management system.
 - vi. Both the EMPLOYER and PROGRAM will participate in the development of an Individual Development Plan (IDP) to serve as a pathway to Induction. In shard collaboration with the On-Site Mentor (via the EMPLOYER) and the Field Supervisor (via the PROGRAM), the District Intern will work to develop an Induction Portfolio throughout the duration of the District Intern Program. This portfolio will be submitted at the conclusion of the District Intern Program and will be required for successful completion of the program prior to receiving a recommendation for the Preliminary Credential.

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4. **EMPLOYER'S RESPONSIBILITIES TO DISTRICT INTERNS**

- A) EMPLOYER agrees that a District Intern shall be paid on the teacher salary schedule in accordance with the current teacher's union contract.
- B) District Interns shall be employees of the EMPLOYER.
- C) The EMPLOYER shall classify as a probationary employee of the EMPLOYER any person who is employed as a District Intern, Education Code section 44885.5.
- D) EMPLOYER shall credit District Interns with units for salary schedule movement as follows:
 - i) Each hour of instruction offered by the PROGRAM shall be considered the equivalent of one semester hour of university instruction.
 - ii) District Intern Cohorts prior to and including 2015: Fifteen (15) hours of instruction will equal one (1) semester unit of university credit.
 - iii) District Intern Cohorts after and including 2016: Ten (10) hours of instruction will equal one (1) semester unit of university credit.
- E) EMPLOYER should give District Interns assignments that provide the best opportunity for them to succeed with students. Classes such as combination classrooms, itinerant (multiple-site) teaching assignments, secondary teaching assignments with multiple

preparations, whenever possible should NOT be given to District Interns. Site administrators should be cautious about assigning adjunct duties to District Interns.

- F) Each student will function within the policies of both the University and the District, including submitting proof of clear TB test to the District and meeting and clearing the District's fingerprinting clearance/background check process.
- G) District Interns are to assume the functions that are authorized by the regular standard credential and the interns' services meet the instructional or service needs of the employer.

5. **FISCAL RESPONSIBILITIES**

The EMPLOYER and PROGRAM agree to develop and maintain a budget that allocates amounts sufficient to meet the costs of implementing the following activities:

- A) EMPLOYER: Provide same credential or subject area experienced teachers to work as On-Site Mentors, to provide support and assistance to the District Intern teacher for at least 2 hours per week. (SB 1209 requirement).
 - i) EMPLOYER to pay Mentor stipend via payroll. Funding for Mentor stipend will be provided to EMPLOYER by PROGRAM.
- B) EMPLOYER: Participate in Fortune School's Teacher Recruitment and Placement Activities.
- C) PROGRAM: Provide personnel to process applications to CCTC for District Interns' credentials.
- D) PROGRAM: Submit applications to the CCTC for the appropriate certificates and credentials for District Interns and those ready for the Preliminary Credential.

6. **METHOD OF PAYMENT FOR DISTRICT INTERN PROGRAM TUITION**

EMPLOYER shall allow PROGRAM District Interns to pay tuition fees through direct payroll deductions.

7. **VACANCIES ALLOCATED TO DISTRICT INTERNS**

EMPLOYER will provide PROGRAM with the number of vacancies that will be filled by District Interns at the beginning of the recruitment year. The recruitment year begins in September for placement during the subsequent academic year, following standard hiring period of May-June. EMPLOYER certifies that District Interns do not displace certificated employees and that after extensive search and recruitment methods, it is determined that personnel are unavailable for the position.

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8. **NON RE-ELECTS**

If the EMPLOYER finds that a District Intern performs below standards acceptable to the EMPLOYER, after appropriate support and advice have been exhausted and is removed from

the paid District Intern position by the EMPLOYER, the EMPLOYER is to provide immediate written notification to the PROGRAM.

9. PROGRAM'S RESPONSIBILITIES TO DISTRICT INTERNS

- A) PROGRAM will ensure that each candidate in the PROGRAM participates in a Pre-Service Program for the number of hours required by CCTC and legislation (SBI209) to acquire knowledge and skills that will enable the candidate to create and maintain effective environments for student learning (Standard 2 of the CSTP). This assurance will be met for those District Interns hired on or before the September 30th Enrollment Deadline.
- B) PROGRAM will assure that all District Interns, with the exception of Early Completion Option candidates, complete a Pre-Service Program that will include 45 hours of English learner instruction and will receive their English Learner Authorization.
- C) PROGRAM will assure that Early Completion Option District Interns are provided supervision including in-classroom coaching specific to the needs of English learners by a qualified faculty member.
- D) PROGRAM will provide a professional development program that meets all of the credentialing requirements of the CCTC and the CSTP.
- E) PROGRAM will provide guidance, assistance, and feedback to each candidate to assure that the candidate adheres to the high standards of the teaching profession.
- F) PROGRAM will determine candidate competence through written verification by the assigned Field Supervisor and through documentation from the On-Site Mentor support provider and the Site Administrator.
- G) PROGRAM will select qualified persons to teach all professional development courses and to supervise candidates participating in the District Intern Program.

10. PROGRAM RECRUITMENT AND RESPONSIBILITY TO THE EMPLOYER

- A) PROGRAM will actively recruit District Interns at employment fairs, university and college recruitment fairs, and community organization diversity fairs.
- B) PROGRAM will organize and host information sessions at its campus locations periodically throughout the year.
- C) PROGRAM will paper screen and interview each candidate to determine that each individual presented to the EMPLOYER has personal qualities, academic preparation, and pre-professional experiences that suggest a strong potential for professional success and effectiveness as a teacher.
- D) PROGRAM will organize and host a Recruitment Fair in the spring or summer of each year that allows EMPLOYER Human Resource personnel to interview and fill the slots allocated for District Interns.
- E) PROGRAM will assist the EMPLOYER with filling positions in English, Mathematics, Social Science, Science, Physical Education, World Languages, Multiple Subject, and Education Specialist: Mild to Moderate Support Needs including those sites that are hard to staff.
- F) PROGRAM will assure that all candidates recommended for the District Intern Credential have met the Pre-Service requirements of SB 1209 effective January 1, 2007.

All PROGRAM District Interns will have English Learner experience through the Pre-Service Program prior to becoming a District Intern and the English Learner Authorization will be included on the District Intern Credential.

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- G) PROGRAM will organize and conduct classes that meet the credentialing requirements of the CCTC and the CSTP.
- H) PROGRAM will provide Field Supervisors for District Interns participating in the PROGRAM. PROGRAM should be contacted when a District Intern's Field Supervisor is not performing his/her responsibilities.
- I) PROGRAM will collaborate with EMPLOYER personnel to assure that the appropriate documents are submitted to CCTC for the certificates and credentials required by the CCTC.

II. INDEMNIFICATION

"PROGRAM shall hold harmless and indemnify EMPLOYER, its officers, agents, and employees from and against any and all claims and losses, demands, or liability accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with PROGRAM performance of this agreement. PROGRAM also agrees to hold harmless, indemnify, and defend EMPLOYER and its officers, agents, and employees from any claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to PROGRAM in connection with its performance of this agreement.

EMPLOYER shall hold harmless and indemnify PROGRAM, its officers, agents, and employees from any and all claims and losses, demands, or liability accruing or resulting from injury, damaging, or death of any person, firm, or corporation in connection with EMPLOYER performance of this agreement. EMPLOYER also agrees to hold harmless, indemnify, and defend PROGRAM and its officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to EMPLOYER in connection with its performance of this agreement.

This agreement constitutes the entire understanding of the parties and any changes or modifications to this agreement shall only be effective if made in writing and signed by both parties."

ACCEPTED AND AGREED TO BY:



AUTHORIZED SIGNER:
Dr. Mary Streshly, Superintendent, OMI



AUTHORIZED SIGNER:
Margaret Fortune, President/CEO

EMPLOYER: Oakland Military Institute College
Preparatory Academy

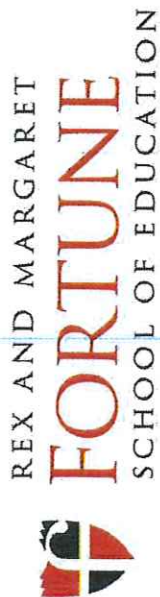
Date

11/22/24

PROGRAM:
Fortune School of Education

Date

12/5/2024



DISTRICT INFORMATION SHEET

School District / NPS: Oakland Military Institute College Preparatory Academy
 Website Address: Oakmil.org

Please complete the information below and return it with the Memorandum of Understanding and Co-Sponsor Page

	NAME	TELEPHONE NUMBER	EMAIL ADDRESS
Human Resources Director	Kathryn Wong	510.594.3946	kwong@omiacademy.org
Credential Analyst	Kathryn Wong	510.594.3946	kwong@omiacademy.org
Director of Teaching and Learning	Jonathan Pike	510.594.3948	jpik@omiacademy.org
Director of Special Ed	Shawna Lipsey	510.594.3968	slipsey@omiacademy.org
Business Services	Thomas James	510.594.3971	tjames@omiacademy.org
Beginning Teacher Support	Ken Kusactay	510.594.3996	kkusactay@omiacademy.org
Payroll Technician	Kathryn Wong	510.594.3946	kwong@omiacademy.org
Other			



AGREEMENT FOR STAFFING SERVICES

THIS AGREEMENT, effective 01-07-2025 between Scoot Education, Inc., 5670 Wilshire Blvd, #1970, Los Angeles CA 90036 (“Scoot” “Us” “We”), and,

(“Customer” “You” “Yourself”).

PART A - GENERAL CLAUSES

The following clauses are common to both the provision of educators and placement services.

1. DEFINITIONS

Annualized Gross Salary (AGS)	Means the annualized sum of all remuneration payable to a candidate placed (or sought for placement) in accordance with these terms (and if part time, calculated on a pro-rata basis).
Assignment	Means the hire or acceptance, in accordance with this Agreement, of one or more of our employees to perform work at your premises or anywhere else specified by you and approved by us.
Candidate	<p>Means anyone:</p> <ul style="list-style-type: none"> (a) who is seeking a permanent placement position through us; or (b) whom we have identified as a person: <ul style="list-style-type: none"> (i) who might consider seeking a permanent placement position through us; and (ii) about whom we are able to provide relevant information regarding that person’s suitability for a permanent placement position.
Confidential Information	<p>Means any information which you access or which is communicated to you in the course of our engagement by you and which is identified as confidential; or which you should reasonably expect to be confidential. It includes, but is not limited to: any trade secrets or information relating to our customers, or clients; customer requirements; employees and officers, employees of clients or customers; suppliers; workers; terms of trade; pricing lists or pricing structures; marketing information and plans; intellectual property; inventions; business plans or dealings; technical data; financial information and plans; designs; product lines; research activities; software and the source code of any such software, of ours.</p> <p>Confidential Information also means any information which Scoot or Scoot employees’ access or which is communicated to Scoot or Scoot employees in the course of Scoot’s engagement by Customer which is identified as confidential or</p>

	<p>which Scoot or Scoot employees should reasonably expect to be confidential. It includes, but is not limited to: confidential and/or proprietary information concerning Customer’s operations and/or activities, including but not limited to information about Customer’s students, families, employees, donors, business affairs, and financial plans.</p> <p>It does not include information that is generally available in the public domain unless by unauthorized use or disclosure or which you are required to disclose by law.</p>
Educator	Means one of Scoot’s employees (including where the context requires their employee’s agents and sub-contractors) assigned to work for Customer in accordance with this Agreement.
Substitute Bubble	Substitute Bubbles are a group of day-to-day Educators who are assigned to Customer school(s) for a specific period of time. Educators within a bubble are always assigned to Customer and must be used for day-to-day coverage, rather than long-term same-classroom positions.
TeachStart Fellow	Means one of Scoot’s employees (including where the context requires their employee’s agents and sub-contractors) who is enrolled in the TeachStart program and is assigned to work for Customer in accordance with this Agreement.
ParaPro Staffing	ParaPro staffing is available to Customers that require bespoke paraprofessional staffing of five (5) or more paraprofessionals, priced at an hourly rate. ParaPros have been specifically recruited to fill paraprofessional vacancies and have access to Scoot’s paraprofessional customized training.
Placement	Means the Placement of Scoot’s Candidate with Customer. Unless otherwise agreed in writing, the Placement Date will be the date that a Candidate accepts any offer of employment with, or engagement to provide services to, Customer.

2. ACCEPTANCE

You will be regarded as having entered into this Agreement when any of the following occur:

- (a) by signing and returning a copy of this Agreement;
- (b) by confirming acceptance of this Agreement in writing;
- (c) by requesting us to supply educators after receiving this document;
- (d) by requesting us to supply candidates for potential placement after receiving this document;
- (e) by authorizing a time sheet for one or more of our educators; or
- (f) by paying one of our invoices for the provision of educators or placement services.

3. CONFIDENTIALITY

The pricing in Exhibit A is confidential between Scoot and Customer. Customer will be permitted to use the Exhibit in connection with its business operations, responses to Public Records Act requests, and other uses as required by law.

Scoot will provide to the Customer within the time requirements required by law, any public records subject to a properly framed public records request.

4. INDEMNIFICATION

4.1 INDEMNIFICATION BY SCOOT

- i) Scoot will indemnify, defend and hold harmless Customer and its directors, officers, employees and agents, to the extent of the insurance limits set forth in Section 8, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Customer to the extent arising out of any of the following:
 - (a) Scoot's failure to comply with its obligations under applicable employment-related laws, regulations or orders in Scoot's capacity as the general employer of the Assigned Employees; and
 - (b) Breach of any obligation of Scoot contained in this Agreement.
- ii) Scoot's obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) the extent that Damages are due to Customer's failure to fulfill its duties, (iii) the extent that any Damages are the result of any negligent act or omission or intentional misconduct of Customer, its officers, employees or agents, or (iv) the extent that Customer is required to indemnify Scoot against such Damages under Section 4.2.

4.2 INDEMNIFICATION BY CUSTOMER

- i) To the extent permitted by law, Customer will indemnify, defend and hold harmless Scoot and its directors, officers, employees and agents from and against all Damages imposed upon or incurred by Scoot other than for job-related bodily injury or death of an Educator covered by Workers' Compensation, arising out of any of the following:
 - (a) Customer's failure to comply with its obligations under applicable laws, regulations, ordinances or other contracts;
 - (b) Any claims asserted against Scoot or its Educator by students, their parents or representatives, Customer personnel or business invitees, or other third parties arising from conduct of the Educator while on assignment with Customer (except to the extent that such claim is determined to have been caused by the negligence of Scoot or the failure of Scoot full time staff personnel to reasonably fulfill their obligations regarding the recruitment, screening, and hiring of the Educator); or
 - (c) Breach of any obligation of Customer contained in this Agreement.
- ii) Customer's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential Damages or (ii) to the extent any Damages are caused by any negligent act or omission or intentional misconduct of Scoot, its officers, employees or agents.

4.3 NOTICE

Customer and Scoot agree (i) to immediately notify each other in writing of any asserted claim but in no event later than five (5) business days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (ii) to permit Scoot or Customer, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused.

5. BILLING & PAYMENT FOR SERVICES

Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld.

- 5.1** Scoot shall invoice Customer on a weekly basis which invoice is to be paid within thirty (30) days of receipt. The rate of charge is set forth in Exhibit A. **If you have any issue with an invoice, you agree to raise it specifically before the due date and to timely pay that portion of the invoice which is not questioned. Any charge indicated on any invoice not challenged by you within 30 days of your receipt of said invoice shall be deemed presumptively valid.** Interest shall be imposed on any unpaid fees at the rate of eighteen (18%) per annum or the maximum amount allowable by applicable law, whichever is less. If any invoice for services remains unpaid for more than 60 days, the Company may suspend performing services for you until arrangements satisfactory to the Company have been made for payment of outstanding balance(s) and the payment of future fees and expenses.
- 5.2** The rate of charge is set forth in Exhibit A. Scoot may provide an annual update to Exhibit A via e-mail; outside of this annual change, any modification to rates must be set forth in writing and accepted by both parties. An e-mail exchange agreeing to a rate change will be deemed sufficient evidence of such an agreement but it will only apply to the specific position under assignment.
- 5.3** Any sales or use taxes that apply to sales to Customer will be added to Customer's invoices as a separate item. Scoot will pay for any taxes that apply to the services of or compensation paid to the Educators.
- 5.4 Expenses incurred by a Candidate within the scope of their assignment (for example, mileage to attend meetings) will be charged to the Customer, passed through without mark up. Candidate expenses must be pre-approved by Customer.

6. TERM; TERMINATION

The term of this Agreement begins as of the date hereof and will continue in effect until canceled by either party upon not less than thirty (30) days prior written notice to the other. Scoot reserves the right to terminate this Agreement immediately in the event of delinquent payments. In the event of termination, this Agreement will continue to govern the parties' rights and obligations with respect to services performed prior to termination. Scoot reserves the right to issue an amended fee schedule (Exhibit A) at the commencement of each academic term.

7. NON-SOLICITATION

Unless otherwise agreed to in writing, neither party shall hire or solicit the employment of the other party's regular, full-time employees (i.e., not including educators) during the term of this Agreement and for a period of twelve (12) months thereafter. In the event Customer hires or solicits the employment of an Educator (as that term is defined in Part B below), then Customer understands and agrees that it shall be responsible for an Educator Placement Fee pursuant to section 4 of Part B of this Agreement.

8. WORKERS' COMPENSATION AND LIABILITY INSURANCE

Scoot will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

8.1 Workers' Compensation

Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;

8.2 Commercial General Liability

Commercial general liability insurance with a \$2,000,000 combined single limit per occurrence / \$4,000,000 aggregate and includes contractual liability and personal injury coverage;

8.3 Automobile Liability

Hired and non-owned auto liability insurance with a \$1,000,000 combined single limit per occurrence;

8.4 Umbrella Insurance

Umbrella policy of \$2,000,000 providing excess limits over the primary policies described above;

8.5 Abusive Acts Coverage

Abusive Acts liability insurance with a \$1,000,000 combined single limit per occurrence / \$1,000,000 aggregate.

Scout will provide Customer with a certificate of this insurance coverage upon request.

9. MISCELLANEOUS

9.1 Notices

- i) Any notices or other communications under this Agreement must be in writing or sent by e-mail with a request for confirmation and must be clearly marked as a communication related to the terms of this Agreement. Addresses shall be:

For Customer:

For Scout: 5670 Wilshire Blvd, #1970, Los Angeles CA 90036

- ii) Unless otherwise stated in this Agreement, notices, consents or other communications will be deemed received (a) on the date delivered, if delivered personally or by e-mail; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

9.2 Severability; Waiver

The unenforceability of any part of this Agreement shall not render the remainder unenforceable. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any future breaches or remedies.

9.3 Assignment

This Agreement may not be assigned without the prior written consent of the other party. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns.

9.4 Amendments

This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties except that special addenda for purposes of specific assignments may be adopted, as to that assignment, through the exchange of e-mails containing the agreed upon terms and a return e-mail clearly accepting such terms.

9.5 Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

9.6 Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of California without giving effect to any choice or conflict of law provision or rule.

9.7 Disputes

Any dispute, claim or controversy arising out of or relating to this Agreement or the breach, termination, enforcement, interpretation or validity thereof shall be determined by arbitration in Los Angeles, California before a single arbitrator. The arbitration shall be administered by JAMS pursuant to its Streamlined Arbitration Rules and Procedures. Judgment on the Award may be entered in any court having jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction.

9.8 Attorneys' Fees

In the event of any legal action (including arbitration) to enforce or interpret this Agreement, the non-prevailing Party shall pay the reasonable attorneys' fees and other costs and expenses (including expert witness fees) of the prevailing Party in such amount as may be determined. In addition, such non-prevailing Party shall pay reasonable attorneys' fees incurred by the prevailing Party in enforcing, or on appeal from, a judgment in favor of the prevailing Party (including Collection Costs (defined below)).

9.9 Collection Costs

If we are required to use a collection agency or debt collector to collect money owed by Customer under the terms of this Agreement, Customer agrees to pay the reasonable costs of collection charged by such collection agency or debt collector and such costs may be added to the debt. These costs include but are not limited to any collection agency fees, reasonable attorneys' fees incurred by the collection agency, applicable interest or any other related cost (together, "Collection Costs").

9.10 Entire Agreement

This Agreement, its Exhibits (and any job descriptions signed by the Customer) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded.

PART B – TEMPORARY EDUCATOR SERVICES

The provisions within this Part apply to the provision of temporary educators and should be read in conjunction with the relevant provisions of Part A.

1. SERVICES

Scout will assign to Customer temporary employees to perform services, typically as short or long-term substitute educators or paraprofessionals (hereafter generally referred to as “Educators”.) Educators shall report to the sites requested by Customer and shall be under Customer’s supervision while assigned. Any additional assignments to an Educator must be agreed to between Scout and Customer in a written addendum to this Agreement.

2. SCOOT’S COMMITMENTS

- 2.1. Scout will use its best efforts to recruit, employ and assign qualified Educators for assignments as requested by Customer.
- 2.2. Scout will screen Educators before employing them to verify that all Educators have submitted to a live-scan criminal history check via the DoJ and FBI with ongoing arrest notifications. Scout will ensure all Educators comply with the requirements of Education Code Section 45125.1 et seq. before they are permitted to perform services for the Customer. If Scout is notified of any arrest or other similar infraction regarding an active Educator, Scout will immediately remove that Educator from service and notify the Customer.
- 2.3. All Educators must have a physician-signed chest x-ray or medical professional signed risk assessment form proving that no risk factors are present or proving a negative tuberculosis test result within 60 days of date of hire with Scout Education, or more recent.
- 2.4. Scout will verify that all Educators are eligible to work in the United States.
- 2.5. Scout will provide all Educators with a means to report their working time and shall pay all Educators their wages and provide them all benefits for which they are eligible as Scout employees.
- 2.6. Scout shall handle all payroll-related tax and other withholding, as appropriate and shall provide Workers’ Compensation insurance for all Educators.
- 2.7. Scout shall require all Educators comply with Customer’s policies and procedures when the Educator is on Assignment to the Customer and shall further comply with any reasonable requests by Customer for Educators to execute other documents such as documents Customer may require regarding any Intellectual Property an Educator may develop while assigned to Customer.
- 2.8. Scout shall comply with all applicable laws, regulations and ordinances applicable to it as a temporary staffing agency and as the employer of the Educators.

3. CUSTOMER COMMITMENTS

- 3.1. Customer shall provide Educators with a safe and suitable workplace including appropriate training regarding any special hazards, evacuation procedures, etc.
- 3.2. Customer shall provide Educators with an orientation regarding all other applicable workplace expectations including school rules, student discipline, grading and homework policies, etc.

- 3.3. Customer shall supply Educator with appropriate lesson plans and educational materials and will provide usual and customary supervision of Educator while Educator is on assignment to Customer.
- 3.4. Customer shall provide Scoot with a prompt notice of any injury or altercation involving an Educator as well as any performance issue or complaint. Customer will permit Scoot to participate in any investigation should it so desire.
- 3.5. Customer shall be specifically responsible for the conduct of Educator with respect to any keys, cash, and confidential information and records of students and the Customer's regular employees to which Educator has access during the assignment. Customer also assumes responsibility (except to the extent covered by Workers' Compensation) in connection with any use of Customer vehicles or equipment in connection with the assignment.
- 3.6. Customer agrees that unless separately set forth in an addendum to this Agreement, Customer shall not assign an Educator sole custody of a single student, sole responsibility for supervising more than one classroom of students at a time, or administering or maintaining custody of any student medications.
- 3.7. Customer shall comply with all applicable laws, regulations and ordinances. No actions undertaken by Customer under this Agreement violate the terms of any other contract including any collective bargaining agreement.
- 3.8. Any qualifications or characteristics Customer requests for any assignment are based on essential bona fide occupational qualifications the determination of which is Customer's sole responsibility. Scoot is not responsible for screening Educators based on any qualifications or criteria which are not specifically disclosed by Customer.
- 3.9. Customer will inform Scoot if Customer currently subscribes to, or becomes a member of, any state-based teacher retirement funds (for example, CalSTRS in California).

4. EDUCATOR PLACEMENT FEE

Customer understands and agrees that Scoot employees are assigned to Customer to render temporary services and, absent a written agreement stating otherwise, are not assigned to become employed directly by Customer. Customer acknowledges the considerable expense incurred by Scoot to advertise, recruit, evaluate, train, and place its employees.

Customer agrees it will not, without prior written consent from Scoot, hire a Scoot employee, interfere with the employment relationship between Scoot and its employees, or directly or indirectly cause a Scoot employee to become employed by Customer or another temporary service provider.

If Customer, either directly or indirectly, solicits, offers employment, and/or hires a Scoot employee as an employee or consultant in any position, or utilizes the person's services through another temporary or outsourcing service company, or any person or entity affiliated with Customer refers a Scoot employee to any other employer and the employee becomes employed by that employer: (i) at any time from the date such employee is introduced to or placed with Customer by Scoot until twelve (12) months thereafter or (ii) within twelve (12) months after termination of employee's temporary assignment through Scoot with Customer, whichever is later, Customer agrees to pay Scoot a placement fee as outlined in Exhibit A (the "Educator Placement Fees").

SIGNATORIES

Signed: *James Sanders*

Name: James Sanders

Title: CEO

Date:

Signed by: *Mary Streshly*
Signed: _____
312AD7430400453...

Name: Mary Streshly

Title: Superintendent

Date: 1/6/2025

**EXHIBIT A
FEES FOR EDUCATORS**

This Exhibit A is incorporated and made part of the Agreement between Scoot and Customer. The pricing in Exhibit A is confidential and proprietary, to the extent allowable by applicable law. Customer agrees not to disclose the contents of Exhibit A to persons or entities not party to this Agreement without Scoot’s written permission, to the extent allowable by applicable law.

School Bill Rate ⁺	Half-day rate (4 hours or less)	Half-day long-term rate (4 hours or less) [#]	Short-term day rate (up to 8.5 hours/day)	Long-term day rate (up to 8.5 hours/day) [#]
Teaching Assistant & Paraprofessionals	\$231	\$254	\$344	\$378
ParaPro Staffing	<i>Contact Scoot for bespoke hourly ParaPro staffing when requiring five or more paraprofessionals.</i>			
Teacher (emergency 30-day substitute permit or California credential)	\$276	\$303	\$411	\$452
TeachStart Fellow	N/A	N/A	\$452	\$452
Special Education Credential in SpEd role	\$331	\$364	\$493	\$542

* Because Scoot Educators are non-exempt hourly employees, additional charges over and above the standard School Bill Rate will apply in the event that an Educator is called upon to work overtime meaning a shift longer than eight and a half (8.5) hours, including a thirty (30) minute meal break, in a workday or more than forty (40) hours, excluding meal breaks, in a work week for the same Customer. Overtime is charged at 1.5x the prorated hourly bill rate according to the above table (e.g., overtime for a Teaching Assistant is charged at \$344/8.5*1.5 per hour). Educators are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to ensure proper supervision of pupils may necessitate an Educator staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Scoot Educators are directed to maintain supervision over assigned students until they are relieved by appropriate school personnel.

An Educator will be considered in long-term status if the same Educator has been scheduled at a Customer site for an assignment that is for more than 15 consecutive work days or an assignment has extended beyond 15 consecutive work days (half-days and full-days are counted the same) in the same academic year.

EDUCATOR PLACEMENT FEES

Scoot pricing for temp-to-perm placements is based upon the category of the Educator, timing of hire, or number of days the Scoot employee has worked at the hiring school during a single school year:

TEMP TO PERM FEES FOR NON TEACHSTART FELLOWS	
Days worked in school year	Fee [^]
1 - 90 days worked	10% of AGS to a minimum of \$5,000
91 - 180 days worked	5% of AGS to a minimum of \$2,500
180+ days worked	\$1,000

[^]Fee is based upon the total, annualized gross salary (AGS), including any additional allowances or benefits that can be monetized listed on contract between Customer and Scoot employee.

TEMP TO PERM FEES FOR TEACHSTART FELLOWS	
Hire date	Fee
September 1 to March 1	\$10,000
March 2 to May 31	\$5,250
June 1 to August 31	\$1,000

DISCOUNTS FOR SUBSTITUTE BUBBLES

A discount will be applied to any Educator assigned to a Substitute Bubble with Customer. Discounts are calculated based on size of bubble committed to by Customer and length of commitment according to the below table:

		Number of educators in bubble						
		1-10	11-20	21-30	31-50	51-75	76-99	100+
Bubble length (days)	1 month	0%	2%	3%	4%	5%	6%	7%
	3 months	3%	4%	5%	6%	7%	8%	9%
	School year	6%	7%	8%	9%	10%	11%	12%

The following terms apply to a Substitute Bubble:

1. If a Substitute Bubble is larger in size than originally committed to by Customer, the larger discount will be applied according to the above table.
2. If a Substitute Bubble is smaller in size than originally committed to by Customer due to Scoot being unable to source the requested number of Educators, the originally agreed discount will be applied.
3. Customer will have the option to renew a Substitute Bubble at the end of each commitment period.
 - a. Customer shall not have the option to decrease Substitute Bubble size or length other than at the time of a renewal.
 - b. Customer can choose to increase the size or extend the length of a Substitute Bubble at the start of each month and the larger discount will be applied to future invoices.
 - c. Substitute Bubbles may be canceled ahead of the notice period should an uncontrollable event force Customer to close its school(s) for a prolonged period (e.g., closure due to a pandemic or government order).
4. The Bubble Length is the length of commitment determined in calendar days. The Bubble Length also serves as the notice period for bubble cancellation.
 - a. All Substitute Bubbles must end on the last Friday of the month in which the renewal date falls.
 - b. Substitute Bubbles are active on any instructional school day, non-student days are not included.
5. Substitute Bubbles are considered long term assignments as they are at least 15 days in length.
6. Should an Educator who was part of a Substitute Bubble move to a long-term position with Customer (defined as a single assignment scheduled for 15 days or more), the Customer will be given the choice of backfilling that Educator to maintain Bubble size or decreasing the size of the Bubble however that may also decrease the Substitute Bubble discount applied to future invoices.
7. TeachStart Fellows cannot be included in a Substitute Bubble.

EXHIBIT B
EDUCATOR CANCELLATION POLICY

Customer must cancel an assignment no later than midnight before the assignment. If a cancellation is made before this time, no fee will be charged to the school. Cancellations made on the same day of the shift will result in a half-day charge according to the pricing in Exhibit A.

SCOOT GUARANTEE

Scout stands behind the quality and appropriateness of any candidate we recommend or assign to Customer school. However, Scout understands that at times unforeseen circumstances can deliver undesirable results.

EDUCATORS

Should a Scout Educator not satisfy requirements of the assigned position within the first 90 minutes of a half-day shift or the first four hours of a full-day shift, there will be no fee charged to the school or Scout will diligently work to replace the Educator as quickly as possible by another suitably skilled and qualified Educator.

To avoid a charge, the school must:

- (a) Inform Scout of the termination of the shift before the Educator leaves the school grounds.
- (b) Allow Scout a reasonable opportunity to resolve matters directly with the Educator.
- (c) The school must provide feedback on the reason(s) for the termination/cancellation.

Coversheet

Candidate Summer Entrance Camp

Section: III. Approval of Consent Items
Item: E. Candidate Summer Entrance Camp
Purpose:
Submitted by: CMSgt (CA) Thomas James
Related Material: 20250127 Summer Camp Briefing to the BoD.edited.pdf

BACKGROUND:

The 2025-26 Summer Entrance Camp briefing highlights OMI's commitment to its mission of preparing cadets for success through a rigorous program of academic and leadership development. The camp, planned for July 2025 at Cal Poly-Solano, will host 300 participants and focus on leadership training, academic readiness, and physical resilience within a structured, military-inspired environment. The proposed partnership with Cal Poly-Solano ensures cost-effective, high-quality facilities and services, with budget adjustments accounting for a 3% inflation rate compared to last year's agreement with Cal Maritime.

RECOMMENDATION:

Staff recommends that the Board of Directors listen to CMSgt (CA) Thomas James' presentation and ask questions they might have.



OAKLAND MILITARY INSTITUTE

3877 Lusk Street
Oakland, California 94608

27 January 2025

2025-26 Summer Entrance Camp Briefing to the Board of Directors

Mission Statement

The mission of the Oakland Military Institute College Preparatory Academy (OMI) is to prepare each of its cadets to qualify for, and succeed in, leading colleges and universities. Through a cadet-led experience, OMI instills honor, integrity, and leadership. Through the four pillars of academics, leadership, citizenship, and college readiness, OMI prepares cadets for successful admission to college, completion of college, and entry into the adult world as leaders who make our world a better place, do the right thing, and treat others the way they want to be treated.

Introduction

OMI provides comprehensive preparatory programs that enhance academic excellence, leadership skills, and personal development. In pursuit of this mission, we propose to host the School Year 2025-26 Summer Entrance Camp, scheduled for July 2025. This briefing outlines our intent to contract campus services with California Polytechnic State University, Solano (Cal Poly-Solano), utilizing the framework and language from last year's agreement with California State University Maritime Academy (Cal Maritime), adjusted for a 3% inflation rate.

Camp Overview

- **Duration:** July 2025
- **Participants:**
 - **Candidates:** Up to 250
 - **Adult Staff:** 50 (including teachers, contracted support, and cadre)
 - **Total Participants:** 300
- **Objectives:**
 - Enhance leadership and academic readiness
 - Foster physical and mental resilience
 - Provide exposure to military discipline and structured environments

Contracting with Cal Poly-Solano

In alignment with OMI's strategic partnerships and commitment to excellence, we intend to engage Cal Poly-Solano to provide campus services during the Summer Entrance Camp. This agreement will mirror the terms and conditions established in the previous year's contract with Cal Maritime, incorporating a 3% inflation adjustment to all service costs to reflect current market rates.

Financial Considerations

All service costs outlined in last year's contract with Cal Maritime will be subject to a 3% inflation adjustment for the 2025-26 fiscal year. The primary cost areas include:

- **Facility Rental:** Adjusted to reflect current market rates.
- **Staffing Services:** Compensation for adult teachers, independent contractors, and cadre.
- **Materials and Equipment:** Provision of educational and training materials.
- **Logistics and Support:** Transportation, security, and ancillary services.

Example Calculation:

- **Previous Year Facility Payment Schedule / Deposit:** \$26,598.00
- **Adjusted for 3% Inflation:** $\$26,598.00 \times 1.03 = \$27,395.94$
- **Previous Year Facility Payment Schedule / Subtotal Contracted Charges:**
\$106,394.94
- **Adjusted for 3% Inflation:** $\$106,393.94 \times 1.03 = \$109,585.76$
- **Previous Year Contracted Support / Independent Contactors:** 10 adults x
\$1300.00 = 13,000.00
- **Previous Year Contracted Medical Support / Independent Contactors:** 2 adults x
\$2000.00 = \$4,000.00
Adjusted for 3% Inflation: $\$4000.00 \times 1.03 = \$4,120.00$

Adjusted for 3% Inflation: $\$13,000.00 \times 1.03 = \$13,390.00$

- **Total Summer Camp Cost:** \$127,095.76

•

Description of Services

Cal Poly-Solano will provide comprehensive campus services for the duration of the Summer Entrance Camp, including but not limited to:

- **Housing Facilities:**
 - Reservation of residence hall beds in double occupancy rooms for 300 guests.
 - Housekeeping services for common areas.
 - Maintenance and repairs as needed.
- **Dining and Catering Services:**
 - Provision of three meals per guest per day.
 - Adherence to specified dining hours.
- **Program Agenda Support:**
 - Access to meeting rooms, A/V equipment, and other necessary facilities.
 - Support for program activities, including rehearsal and setup needs.
- **Supervision and Security:**
 - On-site supervision for all minors.
 - Security services to ensure safety and compliance with university policies.

All services will adhere to the terms and conditions outlined in the previous agreement with Cal Maritime, ensuring consistency and reliability in service delivery.

Contractual Terms and Conditions

The contract with Cal Poly-Solano may incorporate the following key provisions from the prior agreement with Cal Maritime, adjusted for the current context:

- **Scope of Services:** Detailed description of services, including facility usage, staffing, and program support.
- **Payment Terms:** Clear payment schedules, invoicing procedures, and payment terms, including a non-refundable deposit and final payment upon completion.
- **Performance Metrics:** Standards and benchmarks to ensure service quality and participant satisfaction.
- **Compliance:** Adherence to all relevant regulations, safety standards, and institutional policies, including supervision of minors and non-discrimination policies.
- **Termination Clause:** Conditions under which either party may terminate the contract, including applicable cancellation fees based on notice periods.
- **Confidentiality:** Protection of proprietary and sensitive information.
- **Insurance and Liability:** Requirements for insurance coverage and liability protections, ensuring both parties are adequately protected against potential risks.

Benefits of Contracting with Cal Poly-Solano

- **Expertise:** Proven experience in managing large-scale educational programs.

- **Facilities:** State-of-the-art campus infrastructure conducive to a comprehensive training environment.
- **Support Services:** Robust logistical and administrative support ensuring seamless program execution.
- **Cost-Effectiveness:** Competitive pricing aligned with adjusted budgetary constraints, ensuring fiscal responsibility.
- **Vastly reduced transportation costs:** Contracted transportation to Camp San Luis Obispo for a similar camp could exceed \$40,000.00.

Recommendation

After a thorough evaluation and consideration of our strategic goals, it is recommended that the Board approve the intent to contract campus services with Cal Poly-Solano for the Summer Entrance Camp 2025-26. This partnership will deliver a high-quality, impactful experience for all participants, aligning with OMI's mission and financial parameters.

Next Steps

- **Board Approval:** Seek formal approval from the Board of Directors.
- **Contract Negotiation:** Initiate discussions with Cal Poly-Solano to finalize contractual terms, incorporating the 3% inflation adjustment.
- **Implementation Planning:** Develop a detailed implementation plan post-contract signing, outlining roles, responsibilities, and timelines.
- **Communication:** Inform all stakeholders of the partnership and provide detailed program information to participants and staff.



THOMAS L. JAMES, CMSgt (CA), CSG
Commandant and Chief Business Officer

Coversheet

Cadet Commander Report

Section: IV. Cadet Commander Report
Item: A. Cadet Commander Report
Purpose:
Submitted by: Jayson Ly
Related Material: January Board Meeting Notes.pdf

BACKGROUND:

C/2LT Jayson Ly will be representing the OMI Cadet Leadership staff in giving the OMI Board of Directors a brief outlook of the events ahead.

Cadet Commander - C/LTC Jose Delgado Castillo

January Recap

- State Participation

- Individual Major Awards: A competition that examines cadets' proficiency and knowledge in the CACC program.
 - 6th Grade | Tejio Parthav Maddula, **2nd** Place Junior First-Year Division
 - 11th Grade | Keeghan Senft, **3rd** Place Senior NCO Division

- Scholarships

- FAFSA Workshop
 - Majority of the Senior Class completed their FAFSA Application as of Thursday, January 23.
 - The counseling team held a workshop which required students and parents to complete the application in order to ensure each senior gets financial aid if eligible.

Cadet Commander - C/LTC Jose Delgado Castillo

January Recap

- **OCS Ceremony**
 - Officer Candidate School: A training program that provides aspiring cadets with the knowledge and skills to become an officer rank.
 - Promoted 12 Cadets from Cadet Officer Candidates -> Cadet 2nd Lieutenants
- **Congresswoman Lateefah Simon Swearing-in Ceremony**
 - OMI took a group of cadets to Congresswoman Simon's swearing-in ceremony at Grand Lake Theater. There, OMI cadets got to show Oakland their sharp skills through our Color Guard and talent when our very own Peace Creel sang the National Anthem.
- **MS Bivouac**
 - Our goal is to connect cadets to the outdoor environment and partner with educators to provide transformative learning experiences on Slide Ranch's organic farm and national parkland.

Congresswoman Lateefah Simon Swearing-in Ceremony



OCS Ceremony



Coversheet

Cadet Performance: Math

Section: VI. Information/Discussion Items
Item: A. Cadet Performance: Math
Purpose:
Submitted by: Jonathan Pike
Related Material: Math Board Presentation 1-30-25.pdf

BACKGROUND:

LTC Pike will present the math tutor program element of our Math Improvement Plan. The Math Plan progression and Math interim assessment results will be standing items on our agenda for the 24-25 school year.

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the Board listen to the math presentation and both seek clarification and provide direction as we seek outstanding results.

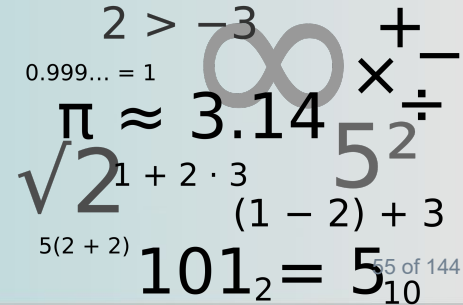
OMI - Math Initiatives Update

- 7 dedicated Math Tutors providing daily support
- Push-In and Pull-Out tutoring available for all grades
- **208** total tutoring hours per week
- After-school program for middle school students with "F" grades
- High school students with "F" grades must complete 12 hours of tutoring



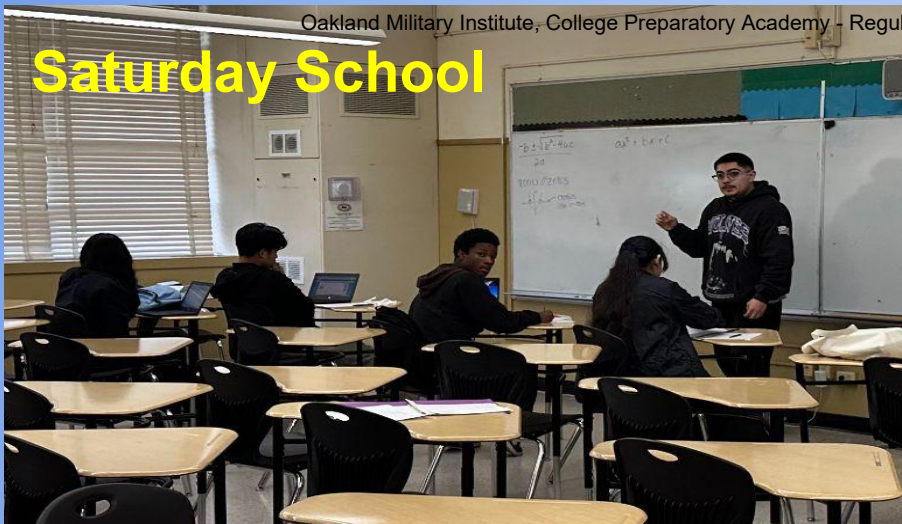
Tutoring Impact by the Numbers

- 280 Cadets receiving classroom pull-out support
- 74 hours per week of classroom push-in support
- Grades 6-11 covered, with 11-13 hours per week per grade
- Saturday School available for additional support (High School)

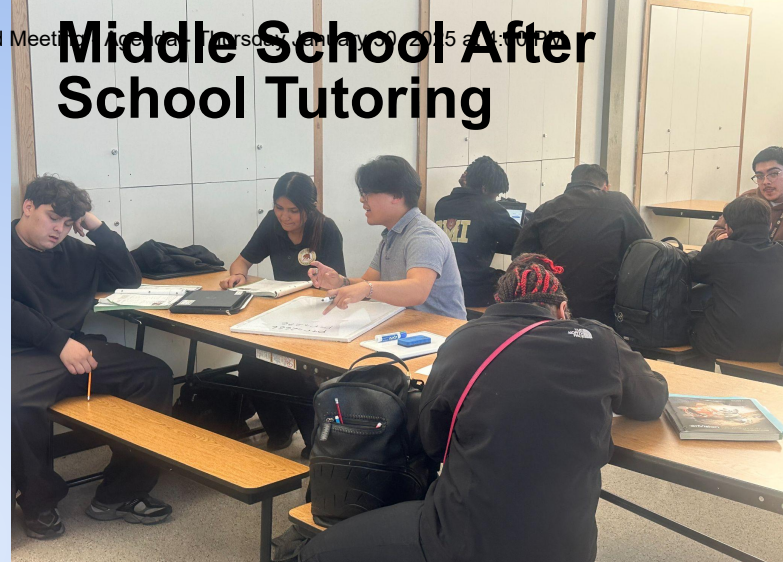


A collage of mathematical symbols and formulas including $\pi \approx 3.14$, ∞ , $\sqrt{2}$, $0.999... = 1$, $2 > -3$, 5^2 , $101_2 = 5_{10}$, and various arithmetic symbols like $+$, $-$, \times , and \div .

Saturday School



Middle School After School Tutoring



Saturday School

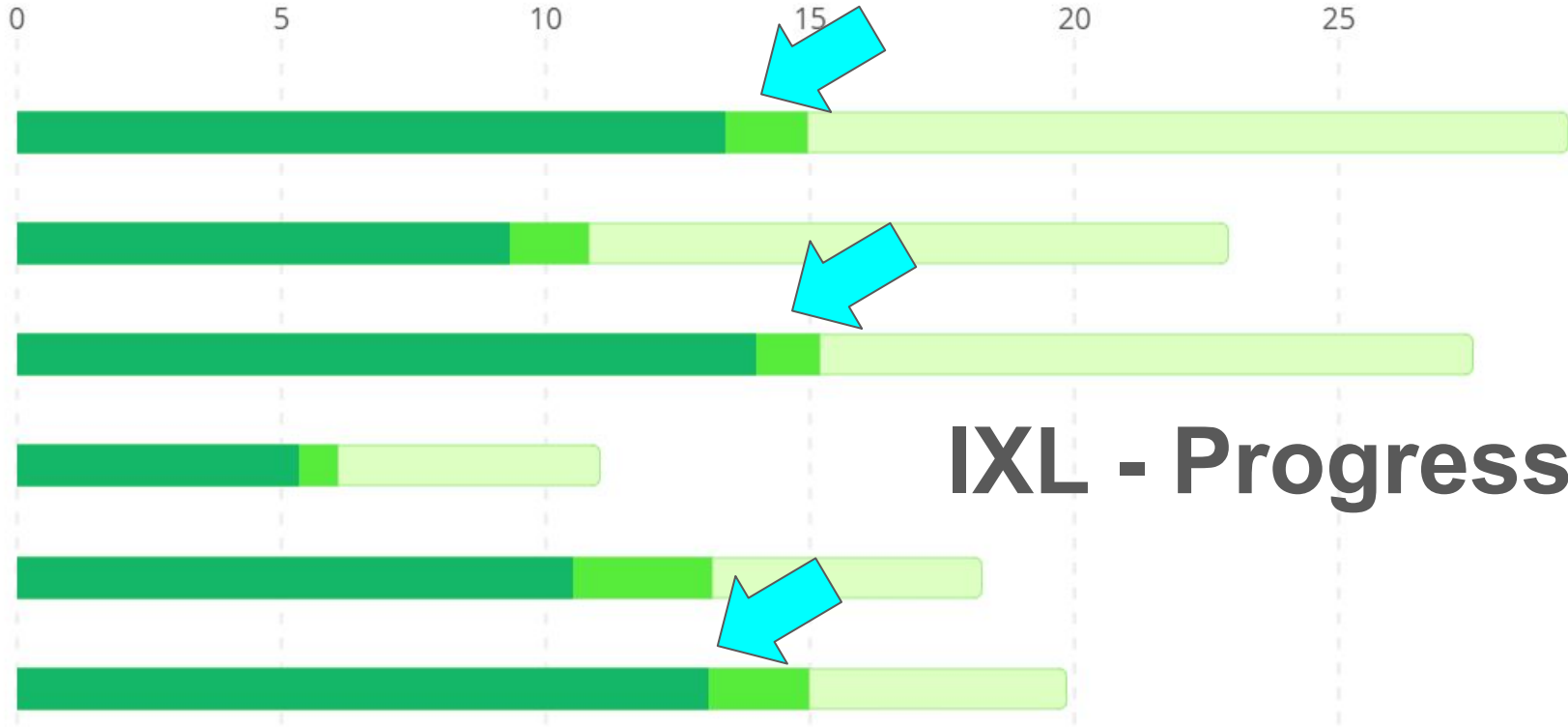


Middle School After School Tutoring



Skill gains per student

Mastered Proficient Practiced



IXL - Progress

✓ Total skills practiced ?

7,255

📖 Total skills proficient ?

Powered by **4,435** BoardTrack

🎯 Total skills mastered ?

4,056 57 of 144

Next Steps

- Continue current tutoring model
- RenStar Assessment Feb 3rd - 7th.
- Continue IXL supplemental program
- Focus Interim Assessment Blocks (FIAB) in Pull-Out tutoring

$$\sqrt{\frac{x_i - y^2}{i + \frac{1}{y_i^k} - k}}$$

Coversheet

Financial Update

Section: VI. Information/Discussion Items
Item: B. Financial Update
Purpose:
Submitted by: Jessika Welcome
Related Material: OMI-Jan BOD Meeting Financial Packet-JW-20250124.pdf

BACKGROUND:

Attached you will find a monthly cashflow projection for the 2024-25 FY. It includes the monthly expenditures and monthly revenues.

Oakland Military Institute

Financial Update

JESSIKA WELCOME

JANUARY 30, 2025





Contents

- **2024-25 Financial Update**

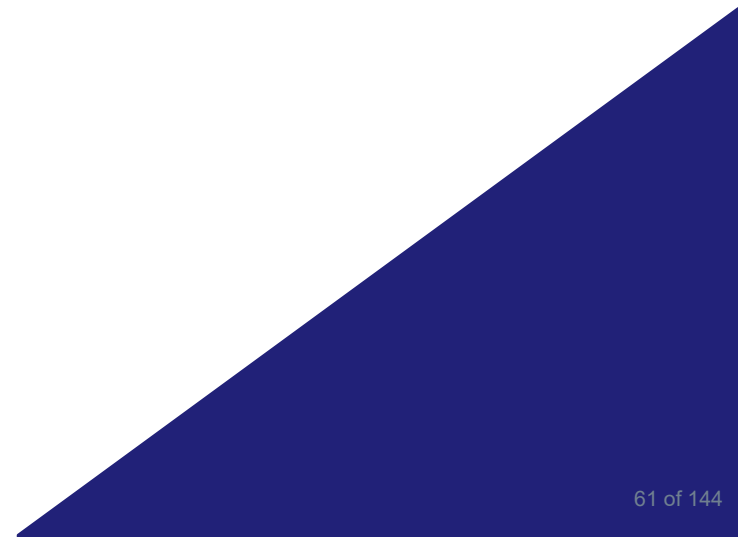
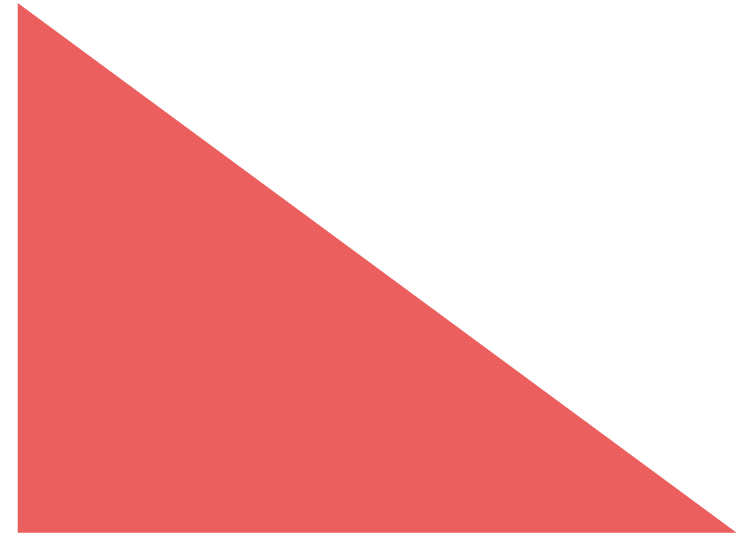
- Forecast Update
- Required Attendance % to Hit Target ADA
- Monthly Cash Balance

- **2025-26 Budget Planning**

- State Budget Process
- Governor’s January Budget – 2025-26
- COVID Funding FY20 – FY24
- MYP Summary

- **Exhibits**

- December Financials
- December Cash Flow
- December Balance Sheet
- MYP



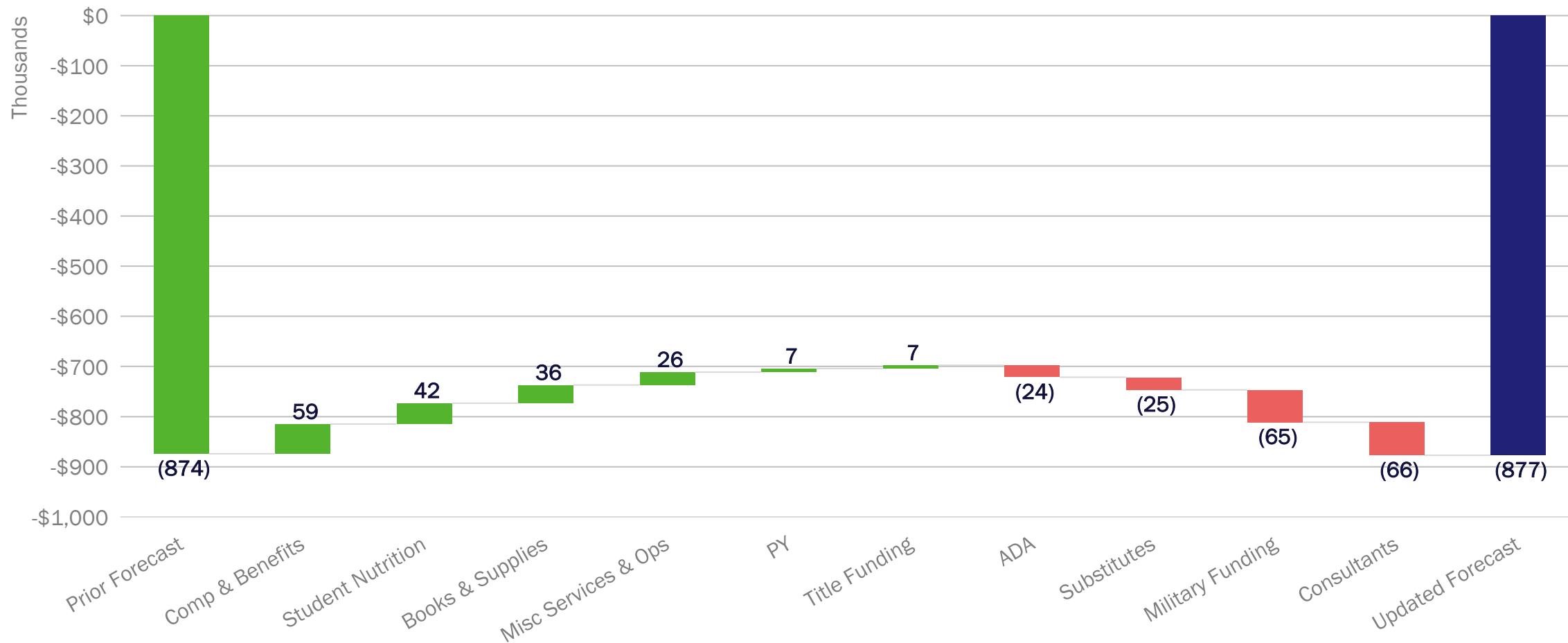
2024-25





2024-25 Forecast Update

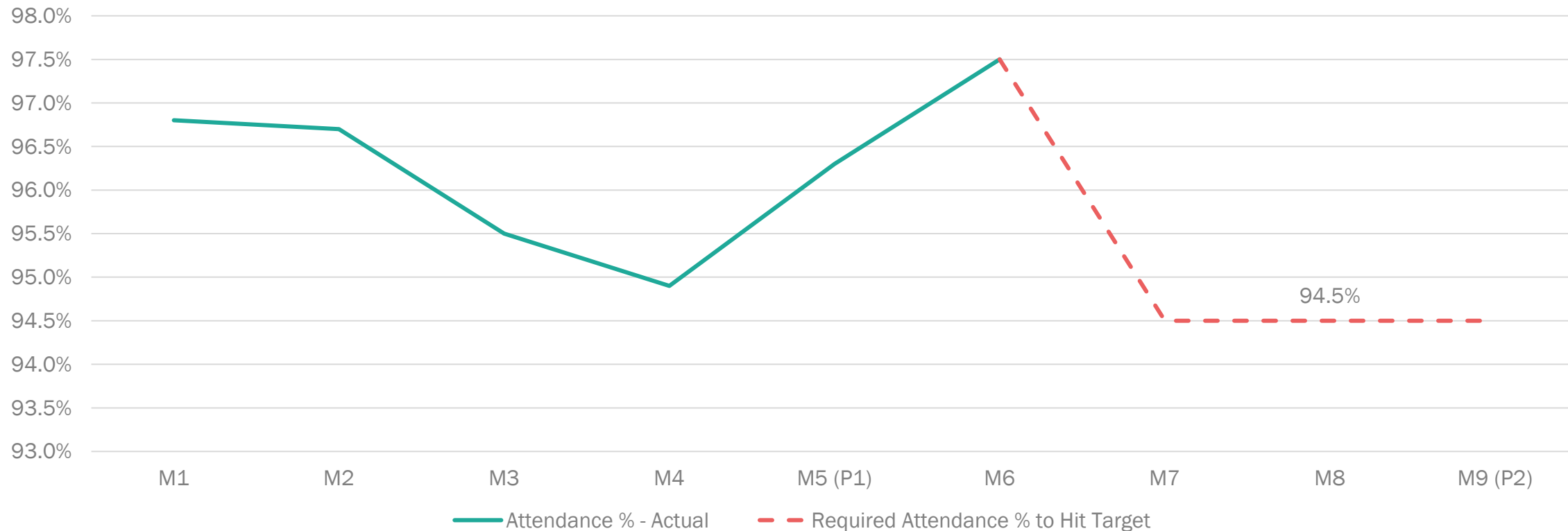
Revenue loss offset by underspending across multiple expense categories





Required Attendance % to Hit Target ADA

Projection assumes that enrollment stays constant at 473 students

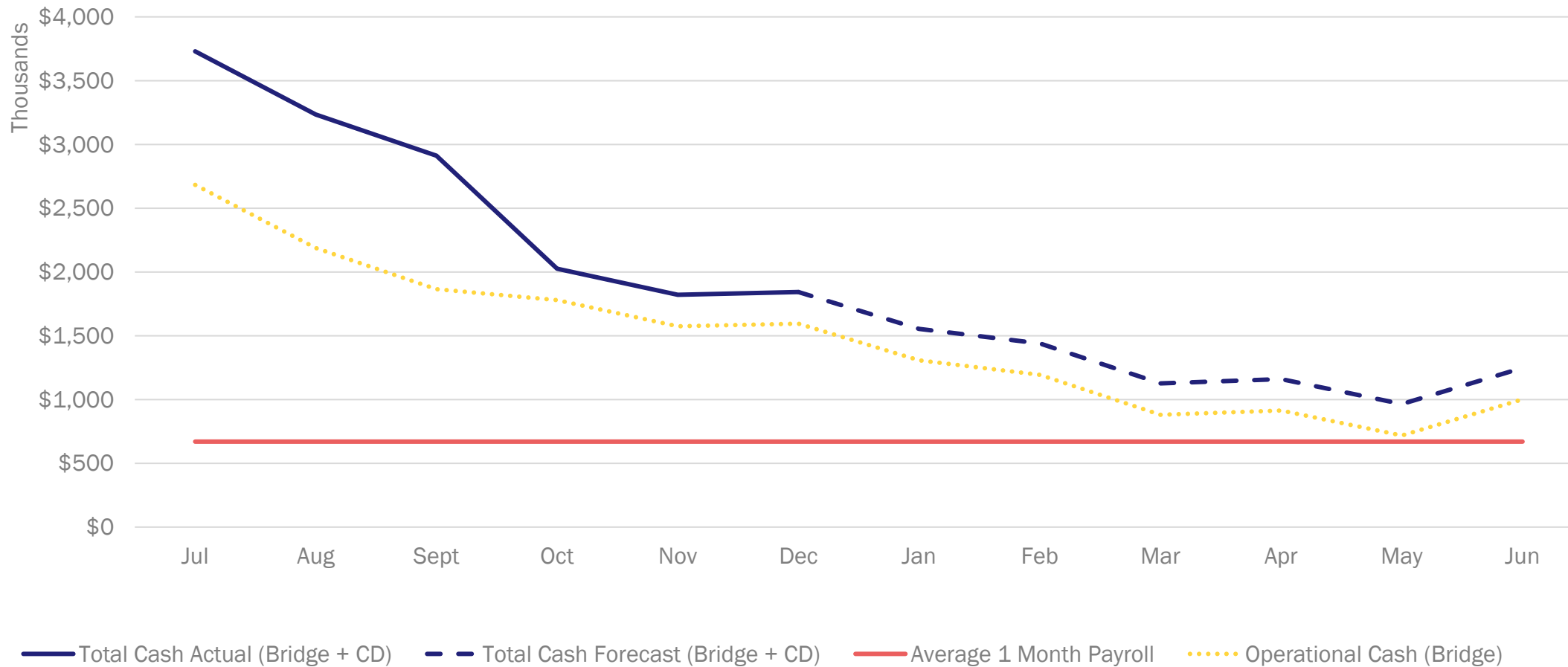


OMI must achieve 94.5% monthly attendance to hit target of 456 ADA



Monthly Cash Balance

CDs renewed through April; cash forecasted to remain above average 1-month payroll line

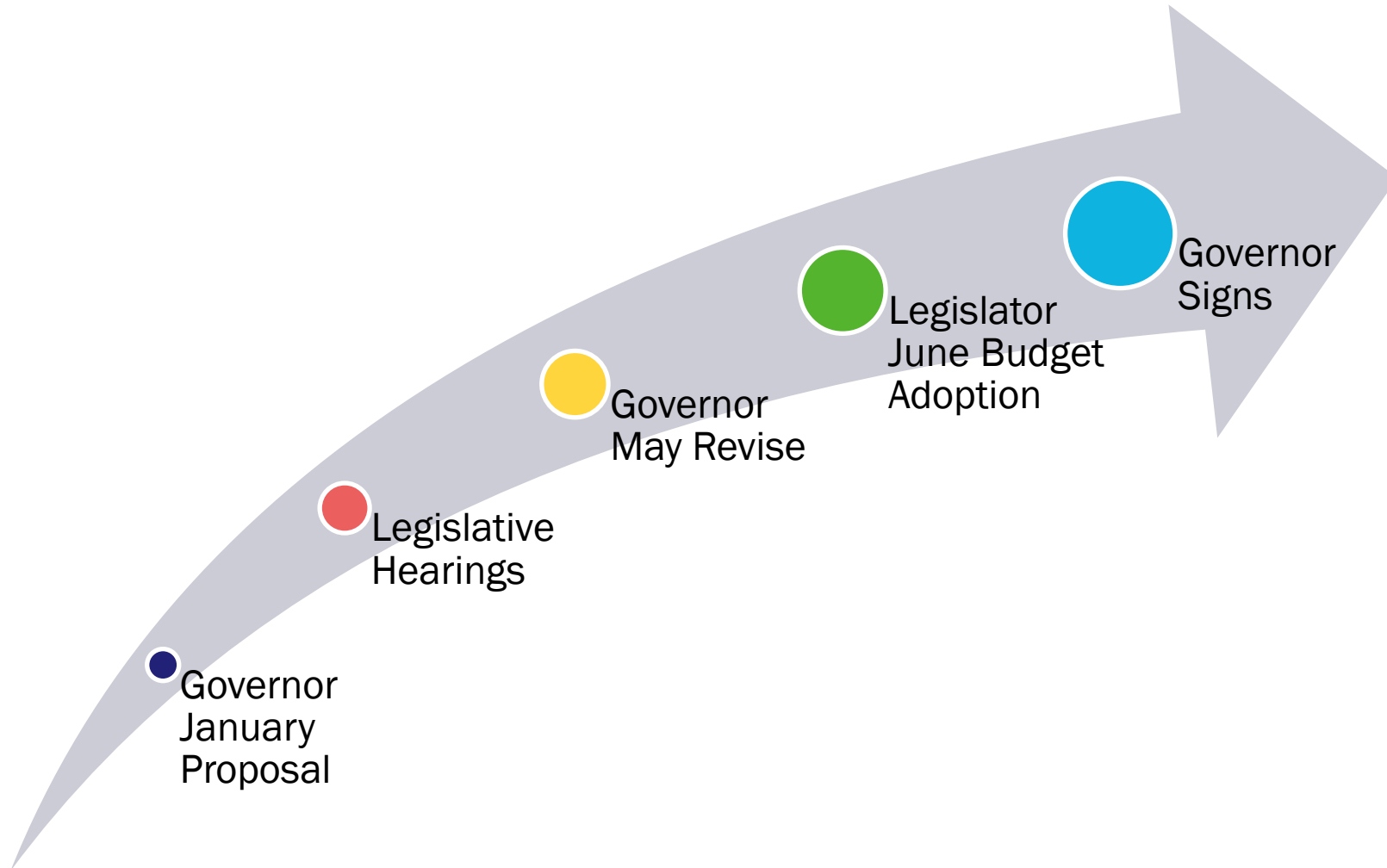


2025-26



State Budget Process

Iterative process with many changes to Governor's Proposal





Governor's January Budget – 2025-26

2.43% COLA

- 0.5 percentage point less than June estimate
- Affects SpEd, MBG, SB740, Nutrition

New Funding

- Student Supports & Professional Development Discretionary Block Grant
- ~\$325/ADA, but may be calculated on FTE or UPP
- Allowable expenses: PD, teacher recruitment & retention, career pathways

Improved Funding

- TK: Proposes +\$600/TK to allow staff reduction from 12:1 to 10:1
- ELOP: Cut-off for higher rate reduced from 75% to 55% UPP
- LREBG: Additional \$114/FY22 UPP tagged on original entitlement

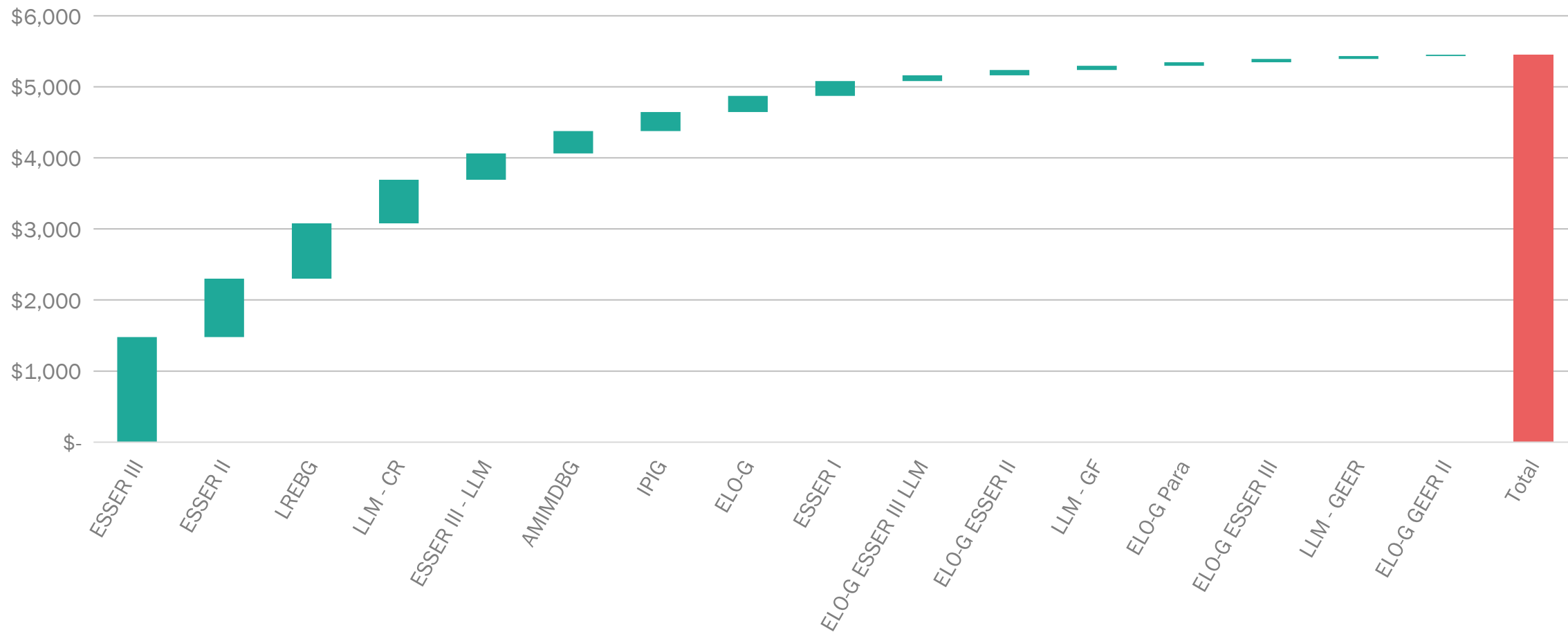
Continued Funding

- Literacy & Math Coaches: \$500M but 95% UPP threshold
- Kitchen Infrastructure: \$150M
- Universal Meals: \$106M to fully fund free meals



COVID Funding FY20 – FY24

Over the past half decade, OMI received nearly \$5.5M in COVID-related revenue



MYP Summary

		2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	7,023,953	7,477,421	7,738,301
	Federal Revenue	765,996	746,200	760,679
	Other State Revenues	2,076,324	1,586,755	1,564,192
	Local Revenues	552,580	648,612	648,612
	Fundraising and Grants	-	-	-
	Total Revenue	10,418,853	10,458,988	10,711,784
Expenses	Comp and Benefits	7,107,829	6,587,207	6,858,087
	Books and Supplies	859,421	872,844	899,029
	Services and Other Ops	2,813,012	2,403,704	2,364,133
	Depreciation	492,898	387,163	373,824
	Other Outflows	23,084	23,777	24,490
	Total Expenses	11,296,244	10,274,695	10,519,563
	Operating Income	(877,391)	184,293	192,221
	Beginning Balance (Unaudited)	12,215,929	11,338,538	11,522,831
	Operating Income	(877,391)	184,293	192,221
Ending Fund Balance (incl. Depreciation)		11,338,538	11,522,831	11,715,052
Ending Fund Balance as % of Expenses		100.37%	112.15%	111.36%

Exhibits



Oakland Military Institute
Income Statement
As of Dec FY2025

	Actual			YTD	Budget & Forecast						
	Oct	Nov	Dec		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining
SUMMARY											
Revenue											
LCFF Entitlement	784,147	403,695	679,837	2,629,888	7,477,940	7,047,567	7,023,953	(23,614)	(453,987)	4,394,065	37%
Federal Revenue	195	-	96,433	98,419	666,231	718,615	765,996	47,381	99,765	667,577	13%
Other State Revenues	38,328	62,622	92,270	333,904	1,497,539	2,077,004	2,076,324	(680)	578,785	1,742,420	16%
Local Revenues	89,554	112,020	9,842	217,419	227,344	617,272	552,580	(64,692)	325,236	335,161	39%
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-
Total Revenue	912,224	578,337	878,382	3,279,630	9,869,054	10,460,458	10,418,852	(41,606)	549,798	7,139,223	31%
Expenses											
Compensation and Benefits	664,711	620,754	692,315	3,498,347	7,003,334	7,167,132	7,107,829	59,303	(104,495)	3,609,481	49%
Books and Supplies	50,336	2,790	491	244,727	997,232	916,766	859,421	57,345	137,811	614,694	28%
Services and Other Operating Expenditures	246,235	126,710	190,559	1,322,966	2,440,747	2,734,869	2,813,012	(78,143)	(372,265)	1,490,046	47%
Depreciation	-	-	-	-	492,898	492,898	492,898	-	-	492,898	0%
Other Outflows & Amortization	1,530	5,868	2,075	9,474	23,084	23,084	23,084	-	-	13,610	41%
Total Expenses	962,813	756,122	885,440	5,075,515	10,957,295	11,334,749	11,296,244	38,505	(338,948)	6,220,729	45%
Operating Income	(50,589)	(177,785)	(7,059)	(1,795,885)	(1,088,241)	(874,291)	(877,391)	(3,100)	210,850	918,494	
Fund Balance											
Beginning Balance (Unaudited)					12,213,381	12,213,381	12,213,381				
Audit Adjustment					-	-	2,548				
Operating Income					(1,088,241)	(874,291)	(877,391)				
Ending Fund Balance					11,125,140	11,339,090	11,338,538				
Fund Balance as a % of Expenses						102%	100%				100%

Oakland Military Institute
Income Statement
As of Dec FY2025

	Actual			YTD	Budget & Forecast						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS											
Enrollment Summary											
4-6					86	65	60	(5)	(26)		
7-8					156	170	170	-	14		
9-12					297	252	250	(2)	(47)		
Total Enrolled					538	487	480	(7)	(58)		
ADA %											
4-6					90.0%	94.0%	95.0%	1.0%	5.0%		
7-8					90.0%	94.0%	95.0%	1.0%	5.0%		
9-12					90.0%	94.0%	95.0%	1.0%	5.0%		
Average ADA %					90.0%	94.0%	95.0%	1.0%	5.0%		
ADA											
4-6					77.00	61.10	57.00	(4.10)	(20.00)		
7-8					140.00	159.80	161.50	1.70	21.50		
9-12					267.00	236.88	237.50	0.62	(29.50)		
Total ADA					484.00	457.78	456.00	(1.78)	(28.00)		

Oakland Military Institute
Income Statement
As of Dec FY2025

	Actual			YTD	Budget & Forecast						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current	Approved Budget v1 vs. Current	Current Forecast Remaining	% Current Forecast Spent
REVENUE											
LCFF Entitlement											
8011 Charter Schools General Purpose Entitlement - State Aid	403,695	403,695	403,695	1,659,637	3,898,744	4,401,637	4,388,299	(13,337)	489,555	2,728,662	38%
8012 Education Protection Account Entitlement	242,381	-	-	242,381	1,835,489	950,645	946,949	(3,696)	(888,540)	704,568	26%
8019 State Aid - Prior Years	-	-	-	2,996	-	2,996	2,996	-	2,996	-	100%
8096 Charter Schools in Lieu of Property Taxes	138,071	-	276,142	724,874	1,743,707	1,692,289	1,685,709	(6,580)	(57,998)	960,835	43%
SUBTOTAL - LCFF Entitlement	784,147	403,695	679,837	2,629,888	7,477,940	7,047,567	7,023,953	(23,614)	(453,987)	4,394,065	37%
Federal Revenue											
8181 Special Education - Entitlement	-	-	-	-	67,340	72,520	72,520	-	5,180	72,520	0%
8220 Child Nutrition Programs	195	-	65,523	65,718	364,122	364,122	382,500	18,378	18,378	316,782	17%
8291 Title I	-	-	-	-	182,566	205,780	212,139	6,359	29,573	212,139	0%
8292 Title II	-	-	-	-	16,029	24,387	24,706	319	8,677	24,706	0%
8293 Title III	-	-	6,610	6,610	27,031	36,135	36,135	-	9,104	29,525	18%
8294 Title IV	-	-	-	-	9,143	11,896	11,905	9	2,762	11,905	0%
8297 PY Federal - Not Accrued	-	-	24,300	26,091	-	3,775	26,091	22,316	26,091	-	100%
SUBTOTAL - Federal Revenue	195	-	96,433	98,419	666,231	718,615	765,996	47,381	99,765	667,577	13%
Other State Revenue											
8319 Other State Apportionments - Prior Years	1,984	-	-	35,542	-	37,861	35,542	(2,319)	35,542	-	100%
8381 Special Education - Entitlement (State)	-	36,359	36,359	150,664	419,054	418,736	418,736	-	(318)	268,072	36%
8382 Special Education Reimbursement (State)	3,490	3,490	3,490	14,348	39,584	36,490	36,348	(142)	(3,236)	22,000	39%
8520 Child Nutrition - State	81	-	29,648	29,729	171,085	171,085	173,400	2,315	2,315	143,671	17%
8545 School Facilities Apportionments	-	-	-	-	120,124	120,124	120,124	-	-	120,124	0%
8550 Mandated Cost Reimbursements	-	-	-	-	18,701	18,701	18,701	-	-	18,701	0%
8560 State Lottery Revenue	-	-	-	-	142,450	134,733	134,209	(524)	(8,241)	134,209	0%
8590 All Other State Revenue	10,000	-	-	10,000	203,097	654,027	654,017	(10)	450,920	644,017	2%
8591 Prop 28 Arts & Music in Schools	8,055	8,055	8,055	33,115	104,461	108,506	108,506	-	4,045	75,391	31%
8593 ELOP	14,718	14,718	14,718	60,506	117,483	215,241	215,241	-	97,758	154,735	28%
8596 ASES	-	-	-	-	161,500	161,500	161,500	-	-	161,500	0%
SUBTOTAL - Other State Revenue	38,328	62,622	92,270	333,904	1,497,539	2,077,004	2,076,324	(680)	578,785	1,742,420	16%
Local Revenue											
8660 Interest	-	-	-	-	12,106	40,000	40,000	-	27,894	40,000	0%
8699 All Other Local Revenue	89,554	104,800	9,742	210,099	152,126	514,160	449,468	(64,692)	297,342	239,369	47%
8703 Measure G1	-	-	-	-	63,112	63,112	63,112	-	-	63,112	0%
8999 Uncategorized Revenue	-	7,220	100	7,320	-	-	-	-	-	(7,320)	
SUBTOTAL - Local Revenue	89,554	112,020	9,842	217,419	227,344	617,272	552,580	(64,692)	325,236	335,161	39%
Fundraising and Grants											
SUBTOTAL - Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	912,224	578,337	878,382	3,279,630	9,869,054	10,460,458	10,418,852	(41,606)	549,798	7,139,223	31%

Oakland Military Institute
Income Statement
As of Dec FY2025

	Actual			YTD	Budget & Forecast						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES											
Compensation & Benefits											
Certificated Salaries											
1100 Teachers Salaries	263,541	254,473	284,974	1,304,926	3,035,509	2,588,426	2,650,747	(62,322)	384,762	1,345,821	49%
1103 Teacher - Substitute Pay	26,309	24,577	18,999	115,333	-	216,590	216,590	-	(216,590)	101,257	53%
1200 Certificated Pupil Support Salaries	24,815	24,815	30,018	135,944	289,317	296,717	296,717	-	(7,400)	160,773	46%
1300 Certificated Supervisor & Administrator Salaries	56,786	57,336	63,738	324,294	556,345	674,644	612,844	61,800	(56,499)	288,550	53%
SUBTOTAL - Certificated Salaries	371,452	361,202	397,729	1,880,497	3,881,171	3,776,376	3,776,897	(522)	104,274	1,896,401	50%
Classified Salaries											
2100 Classified Instructional Aide Salaries	13,977	12,187	11,445	64,028	138,801	203,375	166,795	36,579	(27,994)	102,767	38%
2200 Classified Support Salaries	32,014	29,571	27,199	154,282	437,854	300,710	300,710	-	137,144	146,427	51%
2300 Classified Supervisor & Administrator Salaries	34,504	34,504	41,983	213,551	190,355	415,086	415,086	-	(224,731)	201,534	51%
2400 Classified Clerical & Office Salaries	25,854	24,951	29,620	154,077	313,720	329,854	329,854	-	(16,134)	175,777	47%
2900 Classified Other Salaries	4,572	5,615	6,018	16,495	13,500	86,944	86,944	-	(73,444)	70,449	19%
SUBTOTAL - Classified Salaries	110,921	106,828	116,265	602,433	1,094,230	1,335,968	1,299,388	36,579	(205,158)	696,955	46%
Employee Benefits											
3100 STRS	62,281	60,040	68,804	349,521	683,512	674,421	672,897	1,524	10,615	323,376	52%
3200 PERS	30,698	29,581	32,235	171,313	351,137	375,640	370,849	4,791	(19,712)	199,537	46%
3300 OASDI-Medicare-Alternative	14,944	14,360	14,952	77,375	160,537	172,172	169,908	2,264	(9,371)	92,533	46%
3400 Health & Welfare Benefits	69,932	47,125	57,833	384,891	733,309	752,114	737,628	14,486	(4,319)	352,737	52%
3500 Unemployment Insurance	869	608	883	8,793	44,033	27,783	27,974	(191)	16,059	19,181	31%
3600 Workers Comp Insurance	3,614	1,011	3,614	23,525	55,405	52,657	52,286	371	3,119	28,761	45%
SUBTOTAL - Employee Benefits	182,338	152,725	178,322	1,015,417	2,027,933	2,054,788	2,031,543	23,245	(3,610)	1,016,126	50%
Books & Supplies											
4100 Approved Textbooks & Core Curricula Materials	-	-	-	-	39,714	-	-	-	39,714	-	-
4200 Books & Other Reference Materials	2,160	-	-	3,467	-	39,714	19,714	20,000	(19,714)	16,247	18%
4320 Educational Software	1,404	-	-	30,314	-	51,738	48,668	3,070	(48,668)	18,354	62%
4325 Instructional Materials & Supplies	414	786	97	17,343	400,243	95,939	75,939	20,000	324,305	58,596	23%
4330 Office Supplies	15	2,030	15	9,094	-	30,000	25,000	5,000	(25,000)	15,906	36%
4410 Classroom Furniture, Equipment & Supplies	-	-	-	7,656	26,000	20,000	20,000	-	6,000	12,344	38%
4420 Computers: individual items less than \$5k	-	-	295	77,449	-	109,400	109,400	-	(109,400)	31,951	71%
4430 Non Classroom Related Furniture, Equipment & Supplies	-	-	-	5,329	-	6,000	18,000	(12,000)	(18,000)	12,671	30%
4710 Student Food Services	45,500	-	-	86,450	531,275	531,275	510,000	21,275	21,275	423,550	17%
4720 Other Food	843	(26)	84	7,625	-	32,700	32,700	-	(32,700)	25,075	23%
SUBTOTAL - Books and Supplies	50,336	2,790	491	244,727	997,232	916,766	859,421	57,345	137,811	614,694	28%
Services & Other Operating Expenses											
5100 Subagreements for Services	-	-	-	46,900	290,000	239,835	239,835	-	50,165	192,935	20%
5200 Travel & Conferences	6,872	(500)	2,326	21,995	63,363	17,906	21,995	(4,089)	41,368	-	100%
5300 Dues & Memberships	2,069	202	1,402	16,963	-	18,537	18,501	36	(18,501)	1,538	92%
5305 Dues & Membership - Professional	-	-	-	-	13,930	-	-	-	13,930	-	-
5400 Insurance	5,645	6,539	5,645	80,161	126,379	126,391	124,897	1,494	1,482	44,737	64%
5515 Janitorial, Gardening Services & Supplies	10,885	10,885	10,885	81,660	426,803	143,585	143,585	-	283,218	61,925	57%
5520 Security	8,664	7,110	3,705	41,954	-	82,202	78,316	3,886	(78,316)	36,362	54%
5535 Utilities - All Utilities	20,412	9,117	5,508	75,503	-	232,171	218,036	14,135	(218,036)	142,533	35%

Oakland Military Institute
Income Statement
As of Dec FY2025

		Actual			YTD	Budget & Forecast						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current	Approved Budget v1 vs. Current	Current Forecast Remaining	% Current Forecast Spent
5605	Equipment Leases	1,088	1,997	1,604	8,269	-	13,000	17,057	(4,057)	(17,057)	8,788	48%
5610	Rent	13,827	13,827	12,729	81,866	298,000	160,000	160,000	-	138,000	78,134	51%
5611	Prop 39 Related Costs	-	-	32,500	97,500	-	138,000	138,000	-	(138,000)	40,500	71%
5615	Repairs and Maintenance - Building	8,466	8,034	1,596	36,047	107,000	331,624	317,281	14,343	(210,281)	281,235	11%
5618	Repairs & Maintenance - Auto	-	-	-	1,731	-	10,000	10,000	-	(10,000)	8,269	17%
5803	Accounting Fees	1,030	-	-	2,419	30,250	30,250	30,250	-	-	27,832	8%
5809	Banking Fees	13	10	23	873	-	5,000	5,000	-	(5,000)	4,127	17%
5812	Business Services	16,417	16,417	16,417	106,500	-	205,000	205,000	-	(205,000)	98,500	52%
5815	Consultants - Instructional	79,796	11,775	-	158,638	82,585	179,894	179,894	-	(97,309)	21,256	88%
5820	Consultants - Non Instructional - Custom 1	-	1,218	-	28,612	336,699	74,697	140,809	(66,112)	195,890	112,197	20%
5824	District Oversight Fees	-	-	49,734	49,734	74,779	70,476	70,240	236	4,540	20,506	71%
5830	Field Trips Expenses	500	-	-	9,654	15,000	30,000	30,000	-	(15,000)	20,346	32%
5833	Fines and Penalties	239	-	-	867	-	1,000	1,000	-	(1,000)	133	87%
5836	Fingerprinting	234	78	-	1,420	-	3,605	3,605	-	(3,605)	2,185	39%
5845	Legal Fees	5,385	10,910	8,093	52,648	126,175	126,175	126,175	-	-	73,527	42%
5851	Marketing and Student Recruiting	-	-	-	16,820	15,000	16,820	16,820	-	(1,820)	-	100%
5857	Payroll Fees	566	592	1,703	4,522	-	7,500	7,500	-	(7,500)	2,978	60%
5861	Prior Yr Exp (not accrued)	1,752	13,015	-	62,777	-	49,762	62,777	(13,015)	(62,777)	-	100%
5863	Professional Development	8,850	2,700	16,750	30,157	15,000	35,000	35,000	-	(20,000)	4,843	86%
5869	Special Education Contract Instructors	16,176	-	9,115	43,886	75,000	95,000	95,000	-	(20,000)	51,114	46%
5872	Special Education Encroachment	-	525	525	2,159	-	15,165	15,165	-	(15,165)	13,006	14%
5874	Sports	5,064	2,281	870	13,389	20,000	27,750	27,750	-	(7,750)	14,361	48%
5877	Student Activities	150	-	-	150	17,719	17,719	17,719	-	-	17,569	1%
5878	Student Assessment	-	1,749	-	1,749	5,384	5,384	5,384	-	-	3,635	32%
5880	Student Health Services	-	-	-	-	-	7,500	7,500	-	(7,500)	7,500	0%
5881	Student Information System	875	875	875	13,444	10,220	23,694	23,694	-	(13,474)	10,250	57%
5884	Substitutes	2,400	1,935	420	5,175	15,000	15,000	40,000	(25,000)	(25,000)	34,825	13%
5887	Technology Services	36	840	2,402	28,636	156,908	41,937	41,937	-	114,971	13,301	68%
5893	Transportation - Student	1,365	2,276	822	8,669	11,500	11,500	11,500	-	-	2,831	75%
5899	Miscellaneous Operating Expenses	(200)	-	-	18,375	-	20,000	20,000	-	(20,000)	1,625	92%
5900	Communications	26,550	2,269	4,565	68,949	108,053	99,590	99,590	-	8,463	30,641	69%
5915	Postage and Delivery	1,110	33	347	2,195	-	6,200	6,200	-	(6,200)	4,005	35%
SUBTOTAL - Services & Other Operating Exp.		246,235	126,710	190,559	1,322,966	2,440,747	2,734,869	2,813,012	(78,143)	(372,265)	1,490,046	47%
Capital Outlay & Depreciation												
6900	Depreciation	-	-	-	-	492,898	492,898	492,898	-	-	492,898	0%
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	492,898	492,898	492,898	-	-	492,898	0%
Other Outflows & Amortization												
7438	Debt Service - Interest	-	-	-	-	23,084	23,084	23,084	-	-	23,084	0%
7999	Uncategorized Expense	1,530	5,868	2,075	9,474	-	-	-	-	-	(9,474)	
SUBTOTAL - Other Outflows & Amortization		1,530	5,868	2,075	9,474	23,084	23,084	23,084	-	-	13,610	41%
TOTAL EXPENSES		962,813	756,122	885,440	5,075,515	10,957,295	11,334,749	11,296,244	38,505	(338,948)	6,220,729	45%

Oakland Military Institute
Monthly Cash Forecast
As of Dec FY2025

	2024-25													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast			
Beginning Cash	2,164,624	2,682,870	2,188,279	1,864,525	1,778,955	1,574,282	1,595,589	1,306,749	1,193,401	879,321	914,105	718,025			
REVENUE															
LCFF Entitlement	2,996	327,830	431,383	784,147	403,695	679,837	782,649	541,767	511,942	737,392	511,942	513,440	7,023,953	794,934	
Federal Revenue	-	-	1,791	195	-	96,433	89,924	101,565	30,344	66,604	101,565	30,344	765,996	247,233	
Other State Revenue	52,788	34,790	53,106	38,328	62,622	92,270	229,484	138,185	78,123	118,498	78,123	752,171	2,076,324	347,836	
Other Local Revenue	297	1,513	4,194	89,554	112,020	9,842	30,648	48,280	48,280	48,280	48,280	48,280	552,580	63,112	
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE	56,081	364,133	490,474	912,224	578,337	878,382	1,132,705	829,796	668,688	970,774	739,910	1,344,234	10,418,852	1,453,115	
EXPENSES															
Certificated Salaries	33,509	355,849	360,756	371,452	361,202	397,729	356,544	358,285	358,285	358,285	358,285	106,718	3,776,897	-	
Classified Salaries	62,362	99,589	106,469	110,921	106,828	116,265	157,639	110,108	110,108	110,108	110,108	98,884	1,299,388	-	
Employee Benefits	174,775	215,545	111,713	182,338	152,725	178,322	259,771	178,677	178,677	172,376	172,376	54,248	2,031,543	-	
Books & Supplies	91,631	40,756	58,723	50,336	2,790	491	222,664	61,406	61,406	61,406	61,406	61,406	859,421	85,000	
Services & Other Operating Expenses	287,320	217,594	254,549	246,235	126,710	190,559	268,532	228,050	267,674	227,196	227,196	248,363	2,813,012	23,035	
Capital Outlay & Depreciation	-	-	-	-	-	-	287,524	41,075	41,075	41,075	41,075	41,075	41,075	492,898	
Other Outflows	-	-	-	1,530	5,868	2,075	3,373	1,803	1,795	1,787	1,779	1,771	23,084	1,300	
TOTAL EXPENSES	649,598	929,333	892,210	962,813	756,122	885,440	1,556,049	979,403	1,019,020	972,233	972,225	612,465	11,296,244	109,335	
Operating Cash Inflow (Outflow)	(593,517)	(565,200)	(401,736)	(50,589)	(177,785)	(7,059)	(423,344)	(149,607)	(350,331)	(1,459)	(232,315)	731,769	(877,391)	1,343,780	
Accounts Receivable	1,530,268	-	46,638	161,243	-	16,155	86,781	-	-	-	-	-	-	-	
Other Current Assets	119,464	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	-	-	-	287,524	41,075	41,075	41,075	41,075	41,075	41,075	-	
Accounts Payable	54,469	1,587	(56,462)	31,651	(26,138)	(4,613)	(494)	-	-	-	-	-	-	-	
Other Current Liabilities	(617,484)	69,022	87,806	(144,216)	(750)	16,824	(196,245)	-	-	-	-	-	-	-	
Deferred Revenue	25,046	-	-	(83,660)	-	-	(9,574)	-	-	-	-	-	(484,212)	-	
Loans Payable (Long Term)	-	-	-	-	-	-	(33,487)	(4,816)	(4,824)	(4,832)	(4,840)	(4,848)	-	-	
Ending Cash	2,682,870	2,188,279	1,864,525	1,778,955	1,574,282	1,595,589	1,306,749	1,193,401	879,321	914,105	718,025	1,001,808			

Oakland Military Institute**Balance Sheet****As of Dec FY2025**

	Jun FY24	Dec FY25	Projected Jun FY25
ASSETS			
Cash Balance	2,164,624	1,595,589	1,001,808
Accounts Receivable	1,914,391	160,087	1,526,421
Other Current Assets	1,202,714	1,083,250	1,083,250
Fixed Assets	9,572,452	9,572,452	9,079,554
TOTAL ASSETS	14,854,180	12,411,378	12,691,033
LIABILITIES & EQUITY			
Accounts Payable	-	494	109,335
Other Current Liabilities	785,044	196,245	-
Deferred Revenue	552,400	493,786	-
Loans Payable (Long Term)	1,154,151	1,154,151	1,096,504
Beginning Net Assets	12,225,476	12,215,929	12,215,929
Net Income (Loss) to Date	137,109	(1,795,885)	(877,391)
TOTAL LIABILITIES & EQUITY	14,854,180	12,264,721	12,544,377

Oakland Military Institute
Multi-year Projection
As of Dec FY2025

	Year 1	Year 2	Year 3
	2024-25	2025-26	2026-27
SUMMARY			
Revenue			
LCFF Entitlement	7,023,953	7,477,421	7,738,301
Federal Revenue	765,996	746,200	760,679
Other State Revenues	2,076,324	1,586,755	1,564,192
Local Revenues	552,580	648,612	648,612
Fundraising and Grants	-	-	-
Total Revenue	10,418,852	10,458,988	10,711,784
Expenses			
Compensation and Benefits	7,107,829	6,587,207	6,858,087
Books and Supplies	859,421	872,844	899,029
Services and Other Operating Expenditures	2,813,012	2,403,704	2,364,133
Depreciation	492,898	387,163	373,824
Other Outflows & Amortization	23,084	23,777	24,490
Total Expenses	11,296,244	10,274,694	10,519,563
Operating Income	(877,391)	184,293	192,221
Fund Balance			
Beginning Balance (Unaudited)	12,213,381	11,338,538	11,522,831
Audit Adjustment	2,548		
Beginning Balance (Audited)	12,215,929	11,338,538	11,522,831
Operating Income	(877,391)	184,293	192,221
Ending Fund Balance	11,338,538	11,522,831	11,715,053
Total Revenue Per ADA	22,848	22,253	22,791
Total Expenses Per ADA	24,772	21,861	22,382
Operating Income Per ADA	(1,924)	392	409
Fund Balance as a % of Expenses	100%	112%	111%

Oakland Military Institute
Multi-year Projection
As of Dec FY2025

	Year 1	Year 2	Year 3
	2024-25	2025-26	2026-27
Key Assumptions			
Enrollment Breakdown			
6	60	70	70
7	88	70	70
8	82	85	85
9	76	80	80
10	64	77	77
11	56	64	64
12	54	54	54
Total Enrolled	480	500	500
ADA %			
4-6	95.0%	94.0%	94.0%
7-8	95.0%	94.0%	94.0%
9-12	95.0%	94.0%	94.0%
Average ADA %	95.0%	94.0%	94.0%
ADA			
4-6	57	66	66
7-8	162	146	146
9-12	238	259	259
Total ADA	456	470	470

Oakland Military Institute
Multi-year Projection
As of Dec FY2025

		Year 1	Year 2	Year 3
		2024-25	2025-26	2026-27
REVENUE				
LCFF Entitlement				
8011	Charter Schools General Purpose Entitlement - State Aid	4,388,299	4,740,219	4,965,909
8012	Education Protection Account Entitlement	946,949	999,739	1,034,929
8019	State Aid - Prior Years	2,996	-	-
8096	Charter Schools in Lieu of Property Taxes	1,685,709	1,737,463	1,737,463
SUBTOTAL - LCFF Entitlement		7,023,953	7,477,421	7,738,301
Federal Revenue				
8181	Special Education - Entitlement	72,520	67,340	70,000
8220	Child Nutrition Programs	382,500	393,975	405,794
8291	Title I	212,139	212,139	212,139
8292	Title II	24,706	24,706	24,706
8293	Title III	36,135	36,135	36,135
8294	Title IV	11,905	11,905	11,905
8297	PY Federal - Not Accrued	26,091	-	-
SUBTOTAL - Federal Revenue		765,996	746,200	760,679
Other State Revenue				
8319	Other State Apportionments - Prior Years	35,542	-	-
8381	Special Education - Entitlement (State	418,736	421,543	421,543
8382	Special Education Reimbursement (State	36,348	37,464	37,464
8520	Child Nutrition - State	173,400	178,602	183,960
8545	School Facilities Apportionments	120,124	120,124	120,124
8550	Mandated Cost Reimbursements	18,701	18,054	19,783
8560	State Lottery Revenue	134,209	134,015	134,015
8590	All Other State Revenue	654,017	288,478	228,712
8591	Prop 28 Arts & Music in Schools	108,506	86,715	90,147
8593	ELOP	215,241	140,260	166,944
8596	ASES	161,500	161,500	161,500
SUBTOTAL - Other State Revenue		2,076,324	1,586,755	1,564,192
Local Revenue				
8660	Interest	40,000	40,000	40,000
8699	All Other Local Revenue	449,468	545,500	545,500
8703	Measure G1	63,112	63,112	63,112
SUBTOTAL - Local Revenue		552,580	648,612	648,612
Fundraising and Grants				
SUBTOTAL - Fundraising and Grants		-	-	-
TOTAL REVENUE		10,418,852	10,458,988	10,711,784

Oakland Military Institute
Multi-year Projection
As of Dec FY2025

	Year 1	Year 2	Year 3
	2024-25	2025-26	2026-27
EXPENSES			
Compensation & Benefits			
Certificated Salaries			
1100 Teachers Salaries	2,650,747	2,497,725	2,620,085
1103 Teacher - Substitute Pay	216,590	189,174	189,174
1200 Certificated Pupil Support Salaries	296,717	290,511	296,097
1300 Certificated Supervisor & Administrator Salaries	612,844	573,244	580,763
SUBTOTAL - Certificated Salaries	3,776,897	3,550,653	3,686,118
Classified Salaries			
2100 Classified Instructional Aide Salaries	166,795	142,070	142,070
2200 Classified Support Salaries	300,710	281,900	283,502
2300 Classified Supervisor & Administrator Salaries	415,086	424,910	435,038
2400 Classified Clerical & Office Salaries	329,854	259,046	263,685
2900 Classified Other Salaries	86,944	-	-
SUBTOTAL - Classified Salaries	1,299,388	1,107,926	1,124,294
Employee Benefits			
3100 STRS	672,897	634,174	659,515
3200 PERS	370,849	341,124	347,638
3300 OASDI-Medicare-Alternative	169,908	150,524	153,637
3400 Health & Welfare Benefits	737,628	729,512	811,480
3500 Unemployment Insurance	27,974	22,050	22,491
3600 Workers Comp Insurance	52,286	51,244	52,915
SUBTOTAL - Employee Benefits	2,031,543	1,928,628	2,047,675
Books & Supplies			
4200 Books & Other Reference Materials	19,714	20,305	20,915
4320 Educational Software	48,668	50,128	51,632
4325 Instructional Materials & Supplies	75,939	78,217	80,563
4330 Office Supplies	25,000	25,750	26,523
4410 Classroom Furniture, Equipment & Supplies	20,000	20,600	21,218
4420 Computers: individual items less than \$5k	109,400	112,682	116,062
4430 Non Classroom Related Furniture, Equipment & Supplies	18,000	6,180	6,365
4710 Student Food Services	510,000	525,300	541,059
4720 Other Food	32,700	33,681	34,691
SUBTOTAL - Books and Supplies	859,421	872,844	899,029
Services & Other Operating Expenses			
5100 Subagreements for Services	239,835	247,030	254,441
5200 Travel & Conferences	21,995	22,655	23,334
5300 Dues & Memberships	18,501	19,056	19,628
5400 Insurance	124,897	128,644	132,504
5515 Janitorial, Gardening Services & Supplies	143,585	147,893	152,329
5520 Security	78,316	76,804	79,108
5535 Utilities - All Utilities	218,036	224,577	231,315

Oakland Military Institute
Multi-year Projection
As of Dec FY2025

	Year 1	Year 2	Year 3
	2024-25	2025-26	2026-27
5605 Equipment Leases	17,057	17,568	18,095
5610 Rent	160,000	164,800	169,744
5611 Prop 39 Related Costs	138,000	142,140	146,404
5615 Repairs and Maintenance - Building	317,281	128,055	131,896
5618 Repairs & Maintenance - Auto	10,000	10,300	10,609
5803 Accounting Fees	30,250	31,158	32,092
5809 Banking Fees	5,000	5,150	5,305
5812 Business Services	205,000	205,000	210,000
5815 Consultants - Instructional	179,894	10,300	10,609
5820 Consultants - Non Instructional - Custom 1	140,809	127,198	17,714
5824 District Oversight Fees	70,240	77,017	82,096
5830 Field Trips Expenses	30,000	30,900	31,827
5833 Fines and Penalties	1,000	1,030	1,061
5836 Fingerprinting	3,605	3,713	3,825
5845 Legal Fees	126,175	129,960	133,859
5851 Marketing and Student Recruiting	16,820	17,325	17,845
5857 Payroll Fees	7,500	7,725	7,957
5861 Prior Yr Exp (not accrued)	62,777	-	-
5863 Professional Development	35,000	36,050	37,132
5869 Special Education Contract Instructors	95,000	97,850	100,786
5872 Special Education Encroachment	15,165	15,620	16,089
5874 Sports	27,750	28,583	29,440
5877 Student Activities	17,719	18,251	18,798
5878 Student Assessment	5,384	5,546	5,712
5880 Student Health Services	7,500	7,725	7,957
5881 Student Information System	23,694	24,405	25,137
5884 Substitutes	40,000	15,450	15,914
5887 Technology Services	41,937	36,818	37,923
5893 Transportation - Student	11,500	11,845	12,200
5899 Miscellaneous Operating Expenses	20,000	20,600	21,218
5900 Communications	99,590	102,578	105,655
5915 Postage and Delivery	6,200	6,386	6,578
SUBTOTAL - Services & Other Operating Exp.	2,813,012	2,403,704	2,364,133
Depreciation Expense			
6900 Depreciation	492,898	387,163	373,824
SUBTOTAL - Depreciation Expense	492,898	387,163	373,824
Other Outflows & Amortization			
7438 Debt Service - Interest	23,084	23,777	24,490
SUBTOTAL - Other Outflows & Amortization	23,084	23,777	24,490
TOTAL EXPENSES	11,296,244	10,274,694	10,519,563

Coversheet

Consideration and Approve- Appointment of New Board Member- Brigadier General (CA) Peter Cross

Section: VII. Action Items
Item: A. Consideration and Approve- Appointment of New Board Member-
Brigadier General (CA) Peter Cross
Purpose:
Submitted by: Jerry Brown
Related Material: About Brigadier General (CA) Peter Cross.pdf

BACKGROUND:

Please see attachment for the Bio of esteemed Brigadier General (CA) Peter Cross.

RECOMMENDATION:

It is the recommendation of the Board Chairman, Hon Edmund G. Brown, that the Board approve Brigadier General (CA) Peter Cross to serve as a member of the Board of Directors for Oakland Military Institute College Preparatory Academy [OMI].

About Brigadier General (CA) Peter B. Cross

Brigadier General (CA) Peter B. Cross enlisted in the United States Army in 1987. After serving in this capacity for two years, he received his commission as a Second Lieutenant from the University of California at Berkeley in 1989. He has served in numerous command and staff positions from Platoon Leader to his current assignment as Commander of Youth and Community Programs Task Force in the California Military Department.

BG Cross has been federally mobilized six times to include four combat tours. His first combat tour was one year in support of Operation Desert Shield and Desert Storm while serving as a Platoon Leader for the 838th Military Police Company. Upon his return, BG Cross was activated in support of Operation Garden Plot, the effort to quell civil unrest during the Los Angeles Riots. After the attacks of 11 September 2001, BG Cross was activated in support of Operation Noble Eagle for a one-year tour. From July 2005 to September 2006, he served in Iraq as the 49th Military Police Brigade's Operations Officer. BG Cross served his second tour in Iraq from August 2009 to August 2010 as the 49th Military Police Brigade's Chief of Staff. In 2017 BG Cross deployed for a one-year tour to Afghanistan as the 40th Infantry Division (-) Chief of Staff.

BG Cross's staff assignments include: Platoon Leader for the 570th MP Company, Law and Order Officer for the 185th MP Battalion, Battlefield Circulation Control Officer for the 49th MP Battalion, Battalion S-1 for the 49th MP Battalion, Brigade S-1 for the 49th Military Police Brigade, 100th Troop Command S-1, Aide De Camp to The Adjutant General, the Battalion S-3 for the 49th Military Police Battalion, the Battalion Executive Officer for the 49th Military Police Battalion, Brigade S-3 for the 49th Military Police Brigade and the Chief of Staff for the 49th Military Police Brigade.

BG Cross' command assignments include Company Commander, Headquarters and Headquarters Company, 49th Military Police Brigade (1994-1995) and the 670th Military Police Company (1996-1999). He commanded the 185th Military Police Battalion from February 2007 to February 2009 and the Recruiting and Retention Battalion from 2011 to 2012. BG Cross served as the Deputy Commander of the 49th Military Police Brigade from 2012 to 2014 and as the Brigade Commander of the 49th MP Brigade from 2014-2017. BG Cross served as the Commandant of the Oakland Military Institute from 2018-2019.

BG Cross is a graduate of the United States Army War College (USAWC) with a Master of Arts Degree in Strategic Studies. He has graduated from the USAWC Defense Strategy Course, the Advanced Operations Warfighting Course (AOWC), the United States Army Command & Staff College, and Combined Arms Staff Services School. He is a graduate of the Military Police Officer's Basic and Advanced Officer's Course and the U.S Army Air Assault School (Fort Campbell, Kentucky).

BG Cross' decorations and awards include the Legion of Merit, the Defense Meritorious Service Medal, the Bronze Star Medal (w/ 1 Oak Leaf Cluster), the Meritorious Service Medal (w/ 2 Oak Leaf Cluster), the Army Commendation Medal (w/ 4 Oak Leaf Clusters), the Humanitarian Service Medal, the Iraqi Campaign Medal, the Southwest Asia Campaign Medal, the Afghanistan Campaign Medal, and the Kuwait Liberation Medal (Kuwait).

BG Cross is a lifelong resident of Northern California where he resides with his wife Melinda.

Coversheet

Approve Superintendent's Contract Addendum

Section: VII. Action Items
Item: B. Approve Superintendent's Contract Addendum
Purpose:
Submitted by: Jerry Brown
Related Material: Dr. Streshly Contract Addendum 01302025.docx (1).pdf

BACKGROUND:

The OMI Board of Directors approved a 3% cost of living salary increase for the 2024-2025 school year for OMI Classified and Certificated personnel in November 2024. The attached contract addendum provides that the Superintendent will also receive a 3% cost of living salary increase for the same contract year.

RECOMMENDATION:

It is the recommendation of the Chairmand of the Board, Hon Edmund G. Brown, that the Board of Directors approve the superintendent's contract addendum for the 24-25 school year.

**Oakland Military Institute College Preparatory Academy
SUPERINTENDENT EMPLOYMENT AGREEMENT**

ADDENDUM

January 30, 2025

This Addendum (“Addendum”) is made and entered into by the Governing Board of the **Oakland Military Institute College Preparatory Academy** (“OMI Board”) and Mary Streshly Ed.D. (“Superintendent”) in accordance with the Superintendent’s Employment Agreement, executed on January 17, 2023 (hereinafter “Employment Agreement”). Specifically, the terms of this Addendum to the Employment Agreement are as follows:

1. Term. The District and the Superintendent executed the Employment Agreement on January 17, 2023 for the period commencing on the first day of February 1, 2023, ending on June 30, 2026. In an Addendum dated February 1, 2024 the term of the Employment Agreement was extended to June 30, 2027.
2. Salary. In the event that the Board approves a 3% cost of living salary increase for the 2024-25 school year for OMI Classified and Certificated personnel, the Superintendent will also receive a 3% cost of living salary increase for the same contract year.
3. Review. The Superintendent has had the opportunity to obtain independent legal or other professional advice with regard to this Addendum, including tax, retirement and/or other legal consequences. The Superintendent acknowledges that the terms of this Addendum have been read and fully explained and that those terms are fully understood and voluntarily accepted.

The Employment Agreement executed on January 17, 2023 is hereby modified by this Addendum, and as such, constitutes the entire understanding and agreement between the Parties. No addition to, or modification of any term or provision of the Employment Agreement or this Addendum shall be effective unless it is set forth in writing, signed by the Parties and duly approved by the OMI Board.

Date

Date

Mary Streshly, Ed.D.
Superintendent

Honorable Edmund Gerald Brown, Jr.
Chairman of the OMI Board

Coversheet

Approve School Accountability Report Card (SARC)

Section: VII. Action Items
Item: C. Approve School Accountability Report Card (SARC)
Purpose:
Submitted by: Mary Streshly
Related Material: [2023-2024] SARC.pdf

BACKGROUND:

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

RECOMMENDATION:

Staff recommends the Board approve the 2023-2024 School Accountability Report Card.

Oakland Military Institute, College Preparatory Academy

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	3877 Lusk St. Oakland, CA , 94608-3822	Principal:	Dr. Mary E. Streshly, Superintendent
Phone:	(510) 594-3900	Grade Span:	6-12

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

Dr. Mary E. Streshly, Superintendent

📍 Principal, Oakland Military Institute, College Preparatory Academy

About Our School

Contact

Oakland Military Institute, College Preparatory Academy
3877 Lusk St.
Oakland, CA 94608-3822

Phone: [\(510\) 594-3900](tel:5105943900)

Email: mstreshly@omiacademy.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Oakland Unified
Phone Number	(510) 879-8000
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org
Website	www.ousd.org

School Contact Information (School Year 2024–25)

School Name	Oakland Military Institute, College Preparatory Academy
Street	3877 Lusk St.
City, State, Zip	Oakland, CA , 94608-3822
Phone Number	(510) 594-3900
Principal	Dr. Mary E. Streshly, Superintendent
Email Address	mstreshly@omiacademy.org
Website	www.oakmil.org
Grade Span	6-12
County-District-School (CDS) Code	01612590130617

School Description and Mission Statement (School Year 2024–25)

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

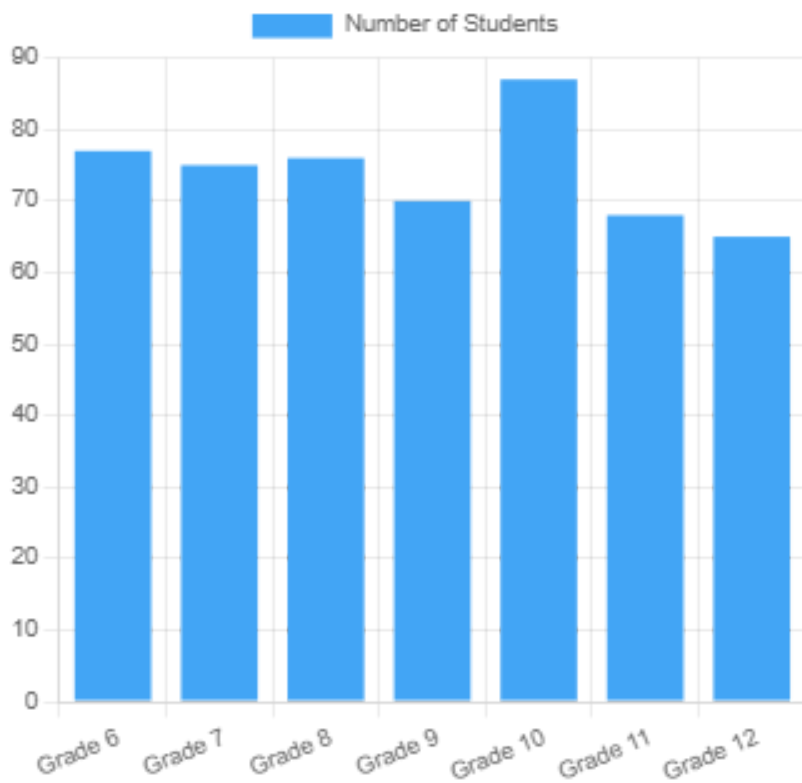
MISSION: The Oakland Military Institute College Preparatory Academy (OMI) mission is to prepare cadets to qualify for, and succeed in, leading colleges and universities. OMI, through a traditional military school framework, instills honor, integrity, and leadership.

OMI was renewed by its authorizer, the Oakland Unified School District (OUSD), in 2019 for a term extending through 2027 and in 2023 earned a full 6-year accreditation from the Western Association of Schools and Colleges [WASC]. Over the course of two years, OMI has achieved and surpassed the recommendations of the CA Collaborative for Educational Excellence earning a letter of commendation from this state agency for our tremendous academic gains that have OMI currently outperforming the majority of Oakland High Schools. Our latest groundbreaking initiative to ensure OMI continues to outperform our counterparts in Oakland is to expand our Dual Enrollment partnership with Peralta Community Colleges to allow us to offer the prestigious Governor's Baccalaureate Diploma [a rigorous set of college coursework that advances our graduates with a full year of UC/CSU transferable college credits] saving Alameda County families thousands of dollars in tuition.

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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	77
Grade 7	75
Grade 8	76
Grade 9	70
Grade 10	87
Grade 11	68
Grade 12	65
Total Enrollment	518



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	39.80%
Male	60.00%
Non-Binary	0.20%
American Indian or Alaska Native	0.00%
Asian	12.90%
Black or African American	17.00%
Filipino	0.20%
Hispanic or Latino	66.00%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	2.30%
White	1.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	39.20%
Foster Youth	0.40%
Homeless	2.30%
Migrant	0.00%
Socioeconomically Disadvantaged	90.20%
Students with Disabilities	18.10%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.00	37.78%	1471.70	56.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.90	9.34%	95.60	3.68%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.70	27.34%	725.40	27.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.13%	64.80	2.50%	12115.80	4.41%
Unknown/Incomplete/NA	7.10	22.34%	240.60	9.26%	18854.30	6.86%
Total Teaching Positions	32.00	100.00%	2598.40	100.00%	274759.10	100.00%

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

Teacher Preparation and Placement (School Year 2021–22)

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

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.80	51.29%	1450.80	58.72%	231142.40	100.00%
Intern Credential Holders Properly Assigned	3.90	13.52%	121.90	4.93%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.10	28.01%	782.20	31.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.72%	49.10	1.99%	11746.90	4.23%
Unknown/Incomplete/NA	1.50	5.42%	66.90	2.71%	14303.80	5.15%
Total Teaching Positions	28.90	100.00%	2471.00	100.00%	277698	100%

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.00	0.00	1
Misassignments	8.70	10.80	7.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	8.70	10.80	8.1

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

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.00	0.80	0.5
Total Out-of-Field Teachers	1.00	0.80	0.5

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	34.40%	54.5%	35.9%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	30.10%	24.2%	12.3%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

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

Year and month in which the data were collected: August 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p><u>6th Grade</u> myPerspectives ELA National / Year of Adoption: 2024</p> <p><u>7th Grade</u> myPerspectives ELA National / Year of Adoption: 2024</p> <p><u>8th Grade</u> myPerspectives ELA National / Year of Adoption: 2024</p> <p><u>9th Grade</u> myPerspectives ELA National / Year of Adoption: 2024</p> <p><u>10th Grade</u> myPerspectives ELA National / Year of Adoption: 2024</p> <p><u>11th Grade</u> myPerspectives ELA National / Year of Adoption: 2024</p> <p><u>12th Grade</u> myPerspectives ELA National / Year of Adoption: 2024</p> <p><u>Academic Success</u> Read 180 / Year of Adoption: 2024</p> <p><u>English Language Development</u> ELD 6, ELD 7, ELD 8, ELD A, ELD B --> Read 180 System 44 / Year of Adoption: 2024</p>	0

Mathematics	<u>Middle School</u> Powered by BoardOnTrack	0
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Subject	Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Saavas Envmath24 G06 / Year of Adoption: 2024</p> <p>Saavas Envmath24 G07 / Year of Adoption: 2024</p> <p>Saavas Envmath24 G08 / Year of Adoption: 2024</p> <p>Saavas Envmath24 Alg1 / Year of Adoption: 2024</p> <p>High School</p> <p>Algebra 1 --> Saavas Envaga Alg1 / Year of Adoption: 2024</p> <p>Geometry--> Saavas Envaga Geom / Year of Adoption: 2024</p> <p>Algebra 2 --> Saavas Envaga Alg2 / Year of Adoption: 2024</p> <p>Pre-Calculus --> Pre-Calculus Common Core / Year of Adoption: 2024</p> <p>Statistics --> Stats: Meddling the World AP Edition 2007 / Year of Adoption: 2024</p>	
Science	<p>6th Grade</p> <p>Discovery Science 6 / Year of Adoption: 2024</p> <p>7th Grade</p> <p>Discovery Science 7 / Year of Adoption: 2024</p> <p>8th Grade</p> <p>Discovery Science 8 / Year of Adoption: 2024</p> <p>High School</p> <p>Biology --> Discovery Biology / Year of Adoption: 2024</p> <p>Chemistry --> Discovery Chemistry / Year of Adoption: 2024</p> <p>Physics --> Discovery Physics / Year of Adoption: 2024</p>	0
History-Social Science	<p>6th Grade</p> <p>TCI: Middle School (6-8) Social Studies / Year of Adoption: 2024</p> <p>7th Grade</p> <p>TCI: Middle School (6-8) Social Studies / Year of Adoption: 2024</p> <p>8th Grade</p> <p>TCI: Middle School (6-8) Social Studies / Year of Adoption: 2024</p> <p>High School</p>	0

Subject	Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>Government --> United States Government: Principles in Practice / Year of Adoption: 2024</p> <p>Economics --> Economics: Concepts and Choices / Year of Adoption: 2024</p> <p>US History --> National Geographic: Inside the USA / Year of Adoption: 2024</p> <p>World History --> Modern World History: Patterns of Interaction / Year of Adoption: 2024</p>	
Foreign Language	<p><u>Spanish 1</u></p> <p>Spanish 1 Realidades Leveled Vocabulary and Grammar Core Practice Workbook / Year of Adoption: 2024</p> <p><u>Spanish 1 Heritage</u></p> <p>Entre Mundos / Year of Adoption: 2024</p> <p><u>Spanish 2</u></p> <p>Spanish 2 Realidades Leveled Vocabulary and Grammar Core Practice Workbook / Year of Adoption: 2024</p> <p><u>Spanish 2 Heritage</u></p> <p>Entre Mundos / Year of Adoption: 2024</p>	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

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School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2024

System Inspected	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

Overall Facility Rate

Year and month of the most recent FIT report: August 2024

Overall Rating	Exemplary
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State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Oakland Military Institute, College Preparatory Academy - Regular Board Meeting - Agenda - Thursday January 30, 2025 at 4:00 PM

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	42.29%	34.58%	34%	35%	46%	47%
Mathematics (grades 3-8 and 11)	15.86%	13.38%	26%	26%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	272	269	98.90%	1.10%	34.57%
Female	111	110	99.10%	0.90%	42.73%
Male	160	158	98.75%	1.25%	29.11%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	36	35	97.22%	2.78%	51.43%
Black or African American	51	49	96.08%	3.92%	32.65%
Filipino	--	--	--	--	--
Hispanic or Latino	171	171	100.00%	0.00%	29.24%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	95	95	100.00%	0.00%	4.21%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	245	242	98.78%	1.22%	31.40%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	49	48	97.96%	2.04%	12.50%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades
 Oakland Military Institute, College Preparatory Academy - Regular Board Meeting - Agenda - Thursday January 30, 2025 at 4:00 PM
Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	272	269	98.90%	1.10%	13.38%
Female	111	110	99.10%	0.90%	10.00%
Male	160	158	98.75%	1.25%	15.82%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	36	35	97.22%	2.78%	40.00%
Black or African American	51	49	96.08%	3.92%	10.20%
Filipino	--	--	--	--	--
Hispanic or Latino	171	171	100.00%	0.00%	7.60%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	95	95	100.00%	0.00%	1.05%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	245	242	98.78%	1.22%	11.99%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	49	48	97.96%	2.04%	0.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	24.35%	28.87%	20.14%	19.30%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group

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Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	129	99.23%	0.77%	27.34%
Female	53	53	100.00%	0.00%	25%
Male	77	76	98.70%	1.3%	28.95%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	17	17	100.00%	0.00%	58.82%
Black or African American	20	19	95%	5%	26.32%
Filipino	--	--	--	--	--
Hispanic or Latino	89	89	100.00%	0.00%	19.32%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	115	114	99.13%	0.87%	26.55%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	21	95.45%	4.55%	4.76%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Participation (School Year 2023–24)

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

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	67.19%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2024–25)

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

State Priority: Pupil Engagement

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

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

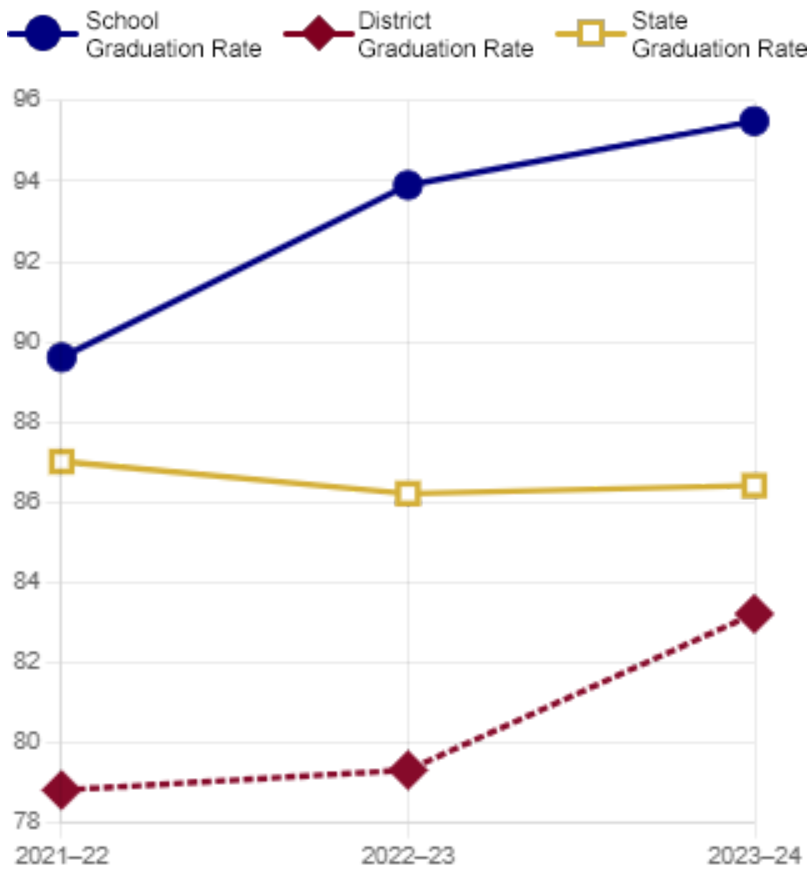
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

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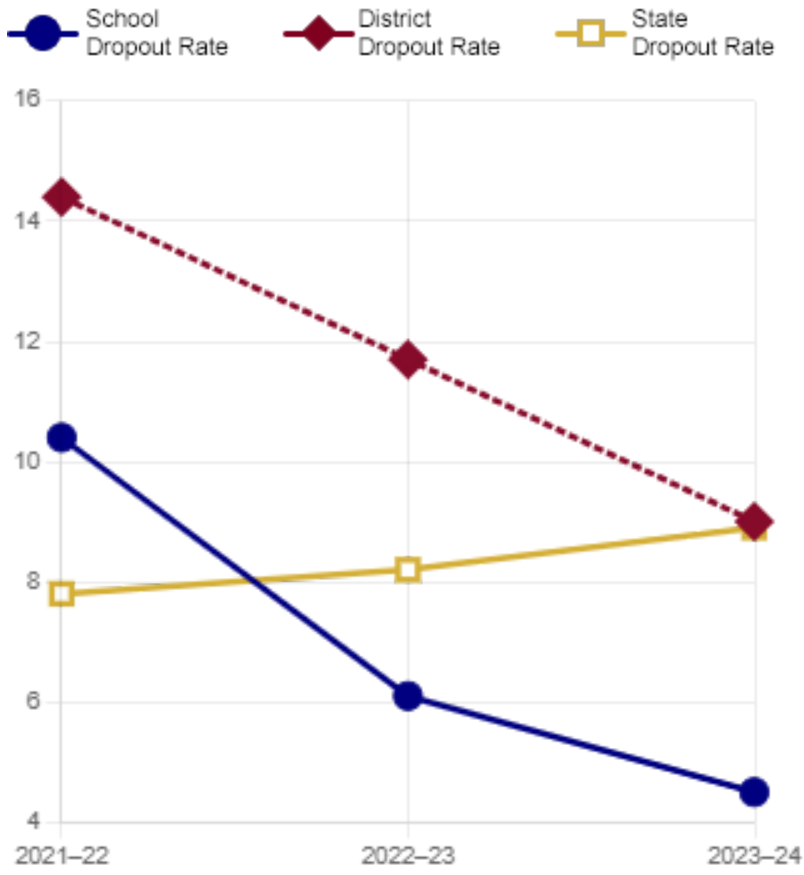
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	89.6%	93.9%	95.5%	78.8%	79.3%	83.2%	87%	86.2%	86.4%
Dropout Rate	10.4%	6.1%	4.5%	14.4%	11.7%	9.0%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	67	64	95.5%
Female	31	30	96.8%
Male	36	34	94.4%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	11	11	100.0%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	50	47	94.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	22	22	100.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	66	63	95.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023-24)

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Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	551	522	125	23.9%
Female	220	207	58	28.0%
Male	330	314	67	21.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	69	67	5	7.5%
Black or African American	92	89	21	23.6%
Filipino	--	--	--	--
Hispanic or Latino	361	344	91	26.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	12	3	25.0%
White	--	--	--	--
English Learners	219	204	51	25.0%
Foster Youth	--	--	--	--
Homeless	13	12	4	33.3%
Socioeconomically Disadvantaged	494	473	113	23.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	104	98	29	29.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	8.32%	2.95%	6.17%	3.92%	3.85%	4.10%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.08%	0.07%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023-24)

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Student Group	Suspensions Rate	Expulsions Rate
All Students	6.17%	0%
Female	2.27%	0%
Male	8.79%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	4.35%	0%
Black or African American	10.87%	0%
Filipino	0%	0%
Hispanic or Latino	5.54%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	7.14%	0%
White	0%	0%
English Learners	5.02%	0%
Foster Youth	0%	0%
Homeless	7.69%	0%
Socioeconomically Disadvantaged	6.28%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	10.58%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

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

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

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

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

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

The Incident Command System (ICS) has been adopted as the management system to be used for emergencies. All personnel assigned responsibilities within the ICS structure have completed the FEMA Independent study courses IS 100, 200, and 700. Situation and assumptions in the size and location of our facility and use of each building, number of students/employees normally on hand, scheduled daily differences in populations, and hazard analysis of the school grounds, buildings, and surrounding community. Direction and control include the chain of command with assigned alternates, designated primary and alternate on/off-site command post locations, persons identified by title and agency who will be notified during the emergency, descriptions of warning signals or commands to alert for emergency responses, designated primary and alternate evacuation

routes and assembly areas, primary/alternated on/off-site relocation sites as well as how students/staff would be moved/transported. Descriptions of disabled and/or non-English speaking students are provided for, student/parent reunification procedures and a resource inventory of available emergency items are included in the ERP. A complete OMI ERP binder and emergency backpack are assigned to each faculty/staff member, room, and/or office. A NOAA-capable radio (w/battery backup) is centrally located and monitored for emergency messages during the academic day. In addition, OMI has recently purchased and installed a new Visiplex Intercom System. Provisions for off-campus emergencies (e.g. field trips, bus accidents) are addressed in the ERP.

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

Components of the Comprehensive School Safety Plan

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

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

OMI Safety Planning Team Members and Contributors

- CMSgt (CA) Thomas James, Commandant
- MSG Michael Traver, Cadre Supervisor, Cadet Services
- 2LT Nicolas Paoletti, Operations Officer
- 1SG Alex Yin, Operations Officer
- Ismael Robles, Facilities Manager
- Jose Delgado, Cadet Commander

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

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	24.00	1	12	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

Oakland Military Institute, College Preparatory Academy - Regular Board Meeting - Agenda - Thursday January 30, 2025 at 4:00 PM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	24.00	4	9	2
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

Oakland Military Institute, College Preparatory Academy - Regular Board Meeting - Agenda - Thursday January 30, 2025 at 4:00 PM

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	23.00	6	17	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Oakland Military Institute, College Preparatory Academy - Regular Board Meeting - Agenda - Thursday January 30, 2025 at 4:00 PM

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	19.00	26	11	0
Mathematics	21.00	12	9	0
Science	21.00	11	10	0
Social Science	20.00	11	9	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	15.00	33	5	1
Mathematics	19.00	15	7	0
Science	23.00	6	9	0
Social Science	23.00	6	8	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Oakland Military Institute, College Preparatory Academy - Regular Board Meeting - Agenda - Thursday January 30, 2025 at 4:00 PM

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	18.00	26	10	0
Mathematics	19.00	18	5	1
Science	24.00	5	12	0
Social Science	25.00	3	12	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	172

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2023-24)

Oakland Military Institute, College Preparatory Academy - Regular Board Meeting - Agenda - Thursday January 30, 2025 at 4:00 PM

The Student Support Services team includes staff from "El Paseo Children's Center" to support student well-being.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.50
Psychologist	2.00
Social Worker	1.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21045.00	\$7783.00	\$13262.00	\$79183.00
District	N/A	N/A	\$10320.00	\$71765.00
Percent Difference – School Site and District	N/A	N/A	24.95%	9.83%
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	20.73%	17.77%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023-24)

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

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

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

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

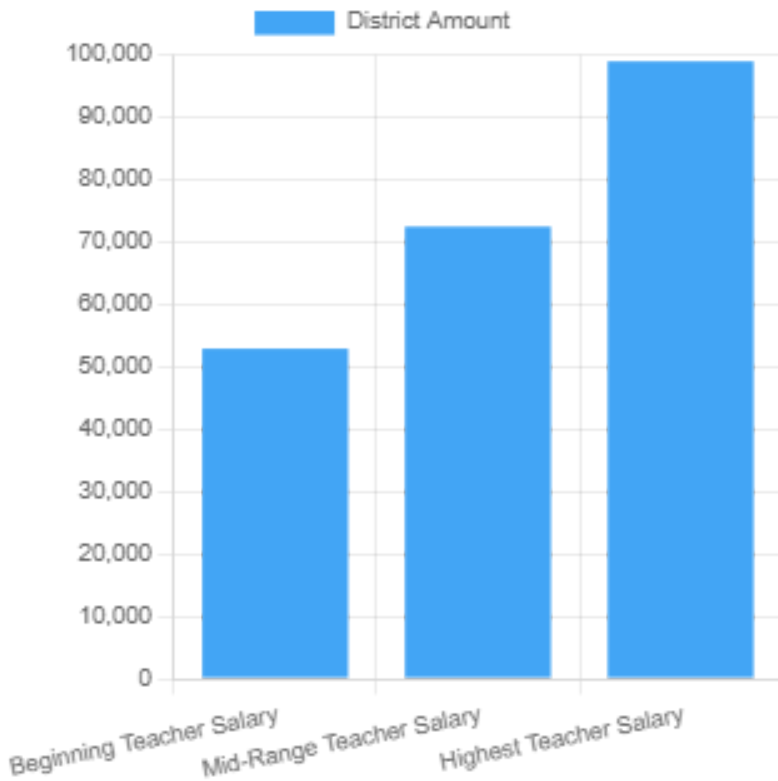
Cadets learn what is expected of them at the Summer Entrance Camp prior to their enrollment at OMI, a camp that thoroughly introduces new cadets to the CITIZENSHIP expectations of the school. The disciplinary system, patterned after the military model, is fair and predictable. All cadets share a common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

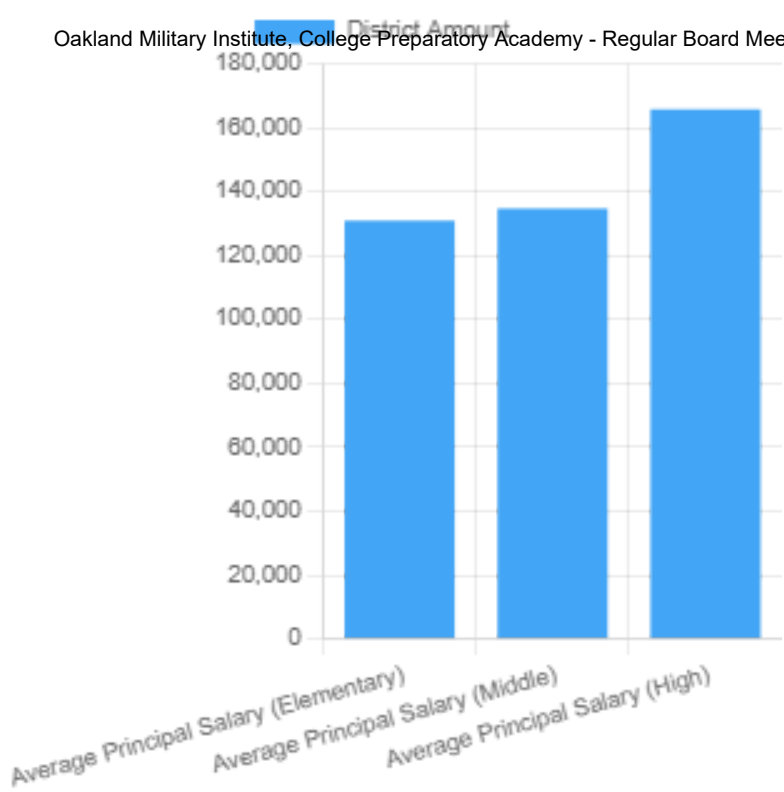
Teacher and Administrative Salaries (Fiscal Year 2022-23)

Oakland Military Institute, College Preparatory Academy - Regular Board Meeting - Agenda - Thursday January 30, 2025 at 4:00 PM

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52905.00	\$56572.74
Mid-Range Teacher Salary	\$72469.00	\$87185.69
Highest Teacher Salary	\$98980.00	\$119664.66
Average Principal Salary (Elementary)	\$130935.00	\$148486.09
Average Principal Salary (Middle)	\$134745.00	\$154835.19
Average Principal Salary (High)	\$165799.00	\$170007.96
Superintendent Salary	\$324939.00	\$338699.13
Percent of Budget for Teacher Salaries	28.11%	31.41%
Percent of Budget for Administrative Salaries	7.99%	4.86%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Teachers are engaged in Professional Development twice per month for 2 hours per session, plus additional Department based training 1-2 times per month along with 6 full professional development days throughout the year and 4 minimum days reserved for in-service topics. Middle School staff also have a common 7th-period prep to collaborate on lessons and receive instructional coaching feedback and support. OMI provides a range of professional development sessions that coincide with our LCAP goals and the school's mission. In addition, OMI provides personal 1-1 coaching opportunities for our teachers in a teacher induction program, all teachers new to OMI, and any teacher who requests assistance. OMI provides training for teachers on newly adopted curriculum and this year's focus was on ELA and Math. Therefore, we hired an additional math and ELA coach to support the deep implementation of the curriculum, the development of instructional calendars and to model of the latest high-leverage teaching methodologies. All OMI staff received intensive training on the JSWP writing program and core vocabulary strategies and our ELA and Math teachers received training on SAVVAS materials, Classtime, Read 180 [Math 180 pilot], IXL, Brisk, Braintracks, Diffit, and Silicon Valley Math Initiative Best Practices. OMI is also committed to teacher collaboration and grade-level team coordination aimed at identifying students in need of additional support. To this end, OMI has adopted the ASG [Academic Support Group] grade-level team model comprised of interdisciplinary staff that meets 2 hours per month to monitor student achievement data in areas such as grades, attendance, discipline events, assessments, mental health diagnostics, parent conferences and student positive behavior intervention systems {PBIS}.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Coversheet

Approve Board Resolution #01-2025: Reduction in Force

Section: VII. Action Items
Item: D. Approve Board Resolution #01-2025: Reduction in Force
Purpose:
Submitted by: Mary Streshly
Related Material:
Board Resolution for Reduction In Force 1.15.25 (4927-8328-8592.v1).docx.pdf

BACKGROUND:

OMI has developed a systemic deficit built upon one time dollars from pandemic emergency funding that has been depleted over 5 years. When when coupled with a trend of declining enrollment both locally and regionally [previously compensated by Covid funding], we face the necessity of right sizing our staffing to match a realistic enrollment projection in 25-26 in order to avoid depleting our reserves and to maintain a healthy cash flow.

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the board approve resolution #01-2025: Reduction in Force to be effective in spring 2025.

Resolution #[01-2025]

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

RESOLUTION

REDUCTION IN FORCE

WHEREAS, Oakland Military Institute College Preparatory Academy (“OMI”) is a non-profit, K-12 public charter school serving the Oakland area; and

WHEREAS, OMI has experienced significant financial hardships during the 2023-2024 and 2024-2025 academic years, which have prompted the Board of Directors (“Board”) to reevaluate the budget, school programs, and operations; and

WHEREAS, the Board is charged with a duty to responsibly manage and successful operate OMI, and to make operational changes when in the best interest of the overall success and longevity of OMI; and

WHEREAS, Enrollment decline has greatly impacted our reserves and both regional and statewide enrollment decline trends continues to pose a challenges to our recruitment efforts and corresponding staffing projections; and ongoing overstaffing threatens to put our fiscal stability in jeopardy;

WHEREAS, the Board has determined that it is in the best interest of OMI to address these concerns through the elimination of several non-essential and overstaffed job positions through a reduction in force (“RIF”).

NOW, THEREFORE, BE IT RESOLVED by the OMI Board that:

1. OMI administrators will effectuate the Board approved RIF.
2. An emphasis will be placed on retaining job positions that provide direct instruction and support to students in the classroom.
3. OMI will be fair and impartial in selecting the reduced positions according to the Board approved RIF criteria in Attachment A to this Resolution.
4. The RIF will go into effect on [May 23, 2025].

PASSED AND ADOPTED by the Board this [January 30, 2025], by the following vote:

AYES:

NOES:

RECUSE:

ABSENT:

Resolution #[01-2025]

Reduction in Force

Page 2 of 3

The undersigned Board Chair does hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at its meeting on the above date and by the vote above stated, which resolution is on file in the office of OMI.

Board Chair

ATTACHMENT A

Reduction in Force (“RIF”) Criteria

For job classifications undergoing a reduction in the number of positions (and not an elimination of all positions), OMI will be fair and impartial in selecting individuals. The Superintendent shall select staff members for separation in impacted job positions based on the following criteria:

1. Length of service
2. Job performance
3. Overall cost
4. Ability to be restaffed in the future
5. Needs of the program
6. Certification Status

This list of criteria is not in order of importance. Administration reserves the right to weigh or prioritize any criteria from the list as is appropriate to the needs of OMI.

Termination

Employees in the positions reduced or eliminated do not have rehire rights or preference in hiring at OMI. Nonetheless, any employee terminated through the RIF may apply for re-employment with OMI as positions become available. Their status of termination through this RIF will not be a negative factor in assessing their future employment prospects.

Coversheet

Approve Declaration of Needs for Fully Qualified Educators

Section: VII. Action Items
Item: E. Approve Declaration of Needs for Fully Qualified Educators
Purpose:
Submitted by: Kathryn Wong
Related Material:
01252025_DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS.pdf

BACKGROUND:

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

- Single Subject Teacher (3)
- Special Education

This Declaration shall remain in force until June 30, 2025

RECOMMENDATION:

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



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024-2025

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Oakland Military Institute District CDS Code: 01 612590130617

Name of County: Alameda County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 1 / 30 / 2025 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

Submitted by (Superintendent, Board Secretary, or Designee):

Mary Streshly

Superintendent

Name

Signature

Title

510.594.3975

510.594.3992

1/25/2025

Fax Number

Telephone Number

Date

3877 Lusk Street Oakland CA 94608

Mailing Address

mstreshly@omiacademy.org

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on 1/30/2025, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2025.

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

Submitted by Superintendent, Director, or Designee:

Mary Streshly

Superintendent

Name

Signature

Title

510.594.3975

Fax Number

Telephone Number

Date

3877 Lusk Street, Oakland CA 94608

Mailing Address

mstreshly@omiacademy.org

E-Mail Address

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

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

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

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	3
Special Education	1
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Math	1
Science	1
History	1
Special Education Specialist	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. We contract with different universities

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

If yes, how many interns do you expect to have this year? 4

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

Reach University
Future School

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

