



Oakland Military Institute, College Preparatory Academy

Regular Board Meeting

Published on May 23, 2025 at 3:17 PM PDT

Amended on May 28, 2025 at 1:40 PM PDT

Date and Time

Thursday May 29, 2025 at 4:00 PM PDT

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
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I.	Open Session		
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	Purpose	Presenter	Time
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II. Opening Items

4:00 PM

A. Roll Call

B. Call the Meeting to Order

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

3 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 agendaized 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

III. Public Hearing

4:03 PM

The Oakland Military Institute College Preparatory Academy will conduct a Public Hearing regarding the proposed 25-26 budget and the 2025-2026 Local Control Accountability Plan.

A. 2025-2026 Local Control Accountability Plan (LCAP)

Mary Streshly

3 m

	Purpose	Presenter	Time
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The Oakland Military Institute College Preparatory Academy will conduct a Public Hearing regarding the Local Control Accountability Plan.

includes Local Indicators LCFF

B.	2025-2026 Proposed Budget	Jessika Welcome	3 m
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The Oakland Military Institute College Preparatory Academy will conduct a Public Hearing regarding the proposed 25-26 budget

IV. Approval of Consent Items 4:09 PM

A.	Minutes of May 1, 2025 Regular Meeting	Approve Minutes	Carlos Rodriguez	2 m
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B.	OMI Bank Account Activity (April 2025)		Jessika Welcome	5 m
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C.	Personnel Report		Kathryn Wong	5 m
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D.	2025-2026 Academic Calendar		Kathryn Wong	5 m
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E.	New Contracts			5 m
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V. Superintendent's Update

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

- New Candidate Update
- Grant Update
- 25-26 LCAP Parent, Cadet, Staff Survey Results

VI. Information/Discussion Items 4:31 PM

A.	CharterSafe/JPA Insurance Overview		Bettina Hooper	10 m
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B.	Financial Update		Jessika Welcome	5 m
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C.	2025-2026 Local Control Accountability Plan		Mary Streshly	10 m
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- LCAP Local Indicators LCFF

	Purpose	Presenter	Time
D.	2025-2026 Proposed Budget	Jessika Welcome	15 m
VII.	Action Items		5:11 PM
A.	Approve 2025-2026 Board Meeting Dates	Mary Streshly	5 m
B.	Approve Governing Board Member Terms	Carlos Rodriguez	2 m
C.	Approve Appointment of Board Officers	Carlos Rodriguez	2 m
VIII.	Standing Item: Review Board Meeting Quorum for next meeting		
IX.	Board Member Comments		
X.	Closing Items		5:20 PM
A.	Adjourn to Closed Session	Jerry Brown	15 m
	Public Employee Performance Evaluation Pursuant to Government Code 54954.2		
	• Superintendent's Evaluation		
B.	Reconvene to Open Session	Jerry Brown	2 m
	Announcement of Actions Taken in Closed Session		
C.	Adjourn Meeting	Discuss Jerry Brown	1 m

Coversheet

2025-2026 Local Control Accountability Plan (LCAP)

Section: III. Public Hearing
Item: A. 2025-2026 Local Control Accountability Plan (LCAP)
Purpose:
Submitted by: Mary Streshly

BACKGROUND:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2025-2026 LCAP year must be posted as one document.

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

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

The LCAP serves the following purposes:

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

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

RECOMMENDATION:

It is the recommendation of Staff that the Board hear the budget presentation and any public comments during Public Hearing and seek any necessary clarifications on the Local Control Accountability Plan [LCAP] and budget narrative as it is presented, then provide the Superintendent and Staff any necessary feedback or direction during this first reading/public hearing in order that

staff may bring our Local Control Accountability Plan on June 12, 2025 suitable for Board approval/adoption.

Coversheet

2025-2026 Proposed Budget

Section: III. Public Hearing
Item: B. 2025-2026 Proposed Budget
Purpose:
Submitted by: Jessika Welcome

BACKGROUND:

Jessika Welcome, our EdTec Fiscal Services Advising CFO, will present our 2025-2026 budget, including budget attributes, budget assumptions and multi-year projections.

RECOMMENDATION:

It is the recommendation of Staff that the Board hear the budget presentation and any public comments during Public Hearing and seek any necessary clarifications on the budget as it is presented, then provide the Superintendent and Staff any necessary feedback or direction during this first reading/public hearing in order that staff may bring a budget on June 12, 2025 suitable for Board approval/adoption.

Coversheet

Minutes of May 1, 2025 Regular Meeting

Section: IV. Approval of Consent Items
Item: A. Minutes of May 1, 2025 Regular Meeting
Purpose: Approve Minutes
Submitted by: Carlos Rodriguez
Related Material: Minutes for Regular Board Meeting on May 1, 2025

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on May 1, 2025.

RECOMMENDATION:

The OMI Board of Directors approve the attached minutes for the Regular Board Meeting held on May 1, 2025.



Oakland Military Institute, College Preparatory Academy

Minutes

Regular Board Meeting

Date and Time

Thursday May 1, 2025 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

B. Cross, D. Clisham, J. Brown, J. Wire, M. Mares

Directors Absent

A. Campbell Washington, S. Bryce

Guests Present

14 other participants, C. James, C. Rodriguez, J. Pike, J. Welcome, M. Streshly, S. Delgadillo, 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 May 1, 2025 at 4:03 PM.

C. Adjourn to Closed Session

Jerry Brown called for the meeting to adjourn to closed sessions at 4:04 pm.

D. Reconvene to Open Session

Jerry Brown called for the meeting to be reconvened to open session at 4:26 pm.

Announcement of Action: No action was taken in the closed session.

E. Public Comment

There were no public comments at this board meeting.

F. Ordering of the Agenda

J. Wire made a motion to maintain the current order of the agenda.

S. Bryce seconded the motion.

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

II. Approval of Consent Items

A. Minutes of March 27, 2025 Regular Meeting

D. Clisham made a motion to approve the minutes from Regular Board Meeting on 03-27-25.

J. Wire seconded the motion.

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

B. OMI Bank Account Activity (March 2025)

D. Clisham made a motion to approve the OMI bank account activity (March 2025).

J. Wire seconded the motion.

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

C.

Personnel Report

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

J. Wire seconded the motion.

Mr. Mares asked why the personnel report does not reflect what is displayed on Edjoin.

Dr. Streshly explained that some of the positions are being displayed as a pool so that they can have multiple candidates so OMI is not waiting for the summer to interview.

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

D. New Contracts

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

J. Wire seconded the motion.

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

III. Cadet Commander Report

A. Cadet Commander Report

C/MAJ Bryan Ramos gave his first presentation as the new cadet commander of the OMI student body. C/CSM Keeghan Senft also made an appearance as he is going to working with Bryan Ramos.

Bryan mentioned activities like decision day, candidate introduction, and senior thesis.

- Seniors were finally able to confirm the college/university of their choice and were presented at the formation.
- There had been three candidate introductions at the time of the board meeting. These were used to have parents fill out their Aeries and bring the necessary documentation.
- Seniors were given a chance to present their senior thesis to a panel of OMI Staff.

IV. Superintendent's Update

A. Recognize Governor's Baccalaureate Diploma First Annual Awardees

Dr. Streshly began by letting the Board of Directors know that these six cadets have achieved the Governor's Baccalaureate Diploma. This is the first year that cadets have reached the threshold to achieve and obtain the Governor's Baccalaureate Diploma.

These cadets are:

Jose Delgado Castillo

Ngozi Onwuatogwu

Mmesomachukwu Ikechukwu Ozokolie

Angelina Wu

Anisbelly Malin

Gift Kofoworola

V. Information/Discussion Items

A. College/Career + Wellness Center Presentation

Tim Murray gave the presentation and explained that the counseling/Wellness center impacts the lives of these cadets in many facets like groupwork, instructional support, college application and financial aid, as well as one on one.

Tim mentioned that OMI has one of the highest Oakland Promise acceptance rates in all of Oakland. He mentioned that he organized three workshops pertaining to the business, medical, and STEM industries.

Some of the OMI classes got to go to various colleges and universities for tours. The seniors got to go to some of the colleges and universities that they were accepted to as well.

The counseling department has three tiers where they see cadets, and they give individualized support depending on what needs they have.

B. Cadet Performance: Math Review

Jonathan Pike gave the presentation and explained that the math scores from the ICAs (interim comprehensive assessments) indicate that the 9th and 10th graders increased roughly by 10%.

The 9th graders were given the 11th grade test so that they are accustomed to seeing the test. When they are in 11th grade, they would have been exposed to the visual and level of the test.

C. Financial Update

Jessika Welcome started by explaining that OMI is in a general hold until the Governor's budget May revise comes out.

There was not a lot of change between the previous forecast and the one from this meeting. Factors such as decreasing compensation and benefits from resignations, fundraising, and others contributed to a \$35,000 change. The ADA target for the year was 456 and OMI came close with 455.29 which resulted in a \$3000 loss in LCFF funding.

The 2025-2026 snapshot expressed that OMI is looking to have an average of 500 cadets enrolled with an average attendance rate of 94%.

Marc Mares mentioned that the kitchen project is still lingering in the background for OMI but Jessika explained that the project will be rolled out in June 2025.

D. CD Extension

CMSgt Thomas James explained that the CD was renewed for another three months, ending in mid-July. The opening deposit amount was \$251,599.35. CMSgt James mentioned that a couple months prior, OMI decided to put around \$800,000 back into the checking account and left the remainder in the CD cycling.

E. Recruiting Update

CMSgt James explained that OMI had candidates and parents come out for the third cadet orientation and it was a very successful event. OMI is projecting to have around 523 cadets starting in August. OMI is looking for more sixth and seventh-grade applicants in particular.

OMI has brought on two parents as independent contractors to help go out and spread the word about the school.

VI. Action Items

A. Approve Form 990 + California Tax Return

M. Mares made a motion to approve the form 990 + California Tax Return.
J. Wire seconded the motion.
The board **VOTED** to approve the motion.

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

A. May 29, 2025 BM Quorum

Governor Brown (Yes)
Marc Mares (Yes)
David Clisham (Yes)
Anne Washington (?)
Joe Wire (No)
Simon Bryce (Yes)
BG Cross (Yes)

VIII. Board Member Comments

A. Comments

There were no board member comments.

IX. Closing Items

A. Adjourn Meeting

D. Clisham made a motion to adjourn the meeting.

J. Wire 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 5:29 PM.

Respectfully Submitted,

J. Brown

Coversheet

OMI Bank Account Activity (April 2025)

Section: IV. Approval of Consent Items
Item: B. OMI Bank Account Activity (April 2025)
Purpose:
Submitted by: Jessika Welcome
Related Material: OMI April 2025 Combined Check Register.pdf

BACKGROUND:

Staff recommends ratification of payroll and vendor warrants paid between April 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 April 2025.

Combined Board Check Register**School: OMI****Month: April 2025**

					Total Paid By Check:	\$ 420,943.89
					Total Paid By Credit Card:	\$ 10,098.35

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	21186	Kaiser Foundation Health	4/28/2025	Bill #776863082578--Employee Health Benefits: May		\$ 55,143.98
Check	21115	Flo's Friendly Foods	4/1/2025	Bill #45A--Breakfast & Lunch: 02/01- 02/28/25		\$ 40,950.00
Check	DB040325	CALPERS	4/3/2025	DB040325; CALPERS		\$ 36,632.00
Check	ACH5001	Hands-On Technology	4/1/2025	Bill #10062--After School Services on site staffing		\$ 28,361.66
Check	21114	El Paseo Children's Center	4/1/2025	Bill #3597--Supervision Speech Services & Individual		\$ 23,495.98
Check	21124	EdTec Inc	4/4/2025	Bill #CINV-00008576--Postage Bill back Bill #CINV-00008432--EdTec Monthly - April 2025		\$ 17,361.20
Check	21165	El Paseo Children's Center	4/21/2025	Bill #3519--Supervision Speech Services & Individual		\$ 15,805.00
Check	21143	Mobile Modular	4/11/2025	Bill #2696526--Rent: 04/01 - 04/30/25		\$ 12,729.10
Check	21132	Zoom Janitorial Service Inc	4/4/2025	Bill #INV-OMI-12--Cleaning services for Month of April		\$ 10,885.00
Check	21184	CWDL CPAs	4/28/2025	Bill #7053--2425-Charter Audit-Interim Testing-45%		\$ 10,622.25
Check	21116	PG&E	4/1/2025	Bill #032025--Services		\$ 9,822.49
Check	21188	PG&E	4/28/2025	Bill #041825--Services		\$ 8,598.16
Check	ACH5002	Scoot Education	4/29/2025	Bill #117191--Services: 04/07 - 04/11/25 Bill #118138--Services: 04/14 - 04/18/25		\$ 8,425.00
Check	21142	Mizrahi Law, APC	4/11/2025	Bill #250807D--Mediation Fees: 08/07/25		\$ 7,000.00
Check	21166	Good Events	4/21/2025	Bill #58007--Stage Biljax Safety rails Drop Off Services		\$ 6,206.70
Check	21162	Brisk Teaching	4/21/2025	Bill #93474--Brisk Teaching : 2025-2026		\$ 5,800.00
Check	21121	The Hartford	4/1/2025	Bill #032825--Insurance Due by 04/01/25		\$ 5,645.20
Check	21194	The Hartford	4/28/2025	Bill #040825--Insurance Due by 05/01/25		\$ 5,645.20
Check	21189	Principal Life Insurance	4/28/2025	Bill #041725--Insurance Premium : 05/01 - 05/31/25		\$ 4,809.82
Check	M107	Guzman Building & Construction Inc	4/7/2025	M107; INV-01-25		\$ 4,769.41

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	21155	USA Carpet and Vinyl	4/11/2025	Bill #39083--Supplies		\$ 4,742.80
Check	21157	Young, Minney & Corr,LLP	4/11/2025	Bill #15640--Legal Services through 03/06 - 03/26/25		\$ 4,717.00
Check	21153	U.S.Coachways, Inc	4/11/2025	Bill #00939240--Transportation for Prom/Grad Night: 05/21/25		\$ 4,624.81
Check	DB040725	US Bank	4/7/2025	DB040725; US Bank		\$ 4,547.46
Check	21119	Silicon Valley Mathematics Initiative	4/1/2025	Bill #25235--Professional Learning Development: 03/03 - 03/24/25		\$ 4,500.00
Check	M111	Passion for Catering	4/14/2025	M111; Acct 9012/ Catering		\$ 4,460.72
Check	21134	3 J's Global Fire Protection	4/11/2025	Bill #0929--Automatic Suppression & Fire System Services: 04/03/25		\$ 4,149.73
Check	21118	Scoot Education	4/1/2025	Bill #114164--Services: 03/17 - 03/21/25		\$ 4,110.00
Check	M114	Universal Studios	4/29/2025	M114; GRAO BASH		\$ 3,663.00
Check	21127	Republic Indemnity Co Of America	4/4/2025	Bill #040125--Insurance		\$ 3,614.38
Check	21125	First Alarm	4/4/2025	Bill #879248--Inspection Recurring Daily		\$ 3,361.05
Check	21129	Scoot Education	4/4/2025	Bill #114938--Services: 03/24 - 03/28/25		\$ 3,329.00
Check	21131	Waste Management of	4/4/2025	Bill #5931522-2216-6--Trash Svc - April '25		\$ 3,043.32
Check	21154	ULINE	4/11/2025	Bill #191279841--Supplies		\$ 2,886.34
Check	21183	Blaisdell's	4/28/2025	Bill #1944595-0--Materials & Supplies		\$ 2,647.70
Check	21117	SafeTight Security LLC	4/1/2025	Bill #10818--Installation of Security System Eagle Eye		\$ 2,425.50
Check	21137	Comcast Business	4/11/2025	Bill #237881818--Recurring Charges due by 05/01/25		\$ 2,350.00
Check	21138	Comcast Business	4/11/2025	Bill #236819884--Recurring Charges due by 05/01/25 &		\$ 2,269.47
Check	21172	Scoot Education	4/21/2025	Bill #112045--Services: 03/03 - 03/07/25		\$ 2,055.00
Check	21128	SafeTight Security LLC	4/4/2025	Bill #10835--Monthly Service Fee: 04/01 - 04/30/25		\$ 1,864.35
Check	21123	Mark Basnage	4/4/2025	Bill #032825--Check in new server order and Specs:		\$ 1,650.00
Check	21126	Klett World Languages	4/4/2025	Bill #KH3010343--Supplies		\$ 1,528.35
Check	21158	Amazon Capital Services	4/21/2025	Bill #1GRR-C6JT-M44L--Materials & Supplies		\$ 1,482.12
Check	21133	Carlos Rodriguez	4/11/2025	Bill #041025--Reimb: Gift Cards Mileage Meal & Toll		\$ 1,441.36
Check	21180	Wex Bank	4/24/2025	Bill #104090407--Fuel Purchases: April 2025		\$ 1,355.12
Check	21163	East Bay Municipal Utilities	4/21/2025	Bill #041425--Water Services: 02/06 - 04/10/25		\$ 1,346.80
Check	21173	TLC Child and Family Services	4/21/2025	Bill #FEB25JHSupp--Individual and group counseling for Student Bill #MAR25JHSupp--Individual and group counseling for Student		\$ 1,322.69
Check	21130	Swing Education, Inc	4/4/2025	Bill #INV00939134--Substitute Svc: 03/22 - 03/28/25		\$ 1,275.00
Check	21195	TLC Child and Family	4/28/2025	Bill #12312024--Outpatient service billing		\$ 1,272.47
Check	21181	ProDrinkingFountains	4/25/2025	Bill #117644--Replacement filters for 1200 Series water coolers		\$ 1,230.99

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
Credit Card	9515-3463	Guitar Center	4/25/2025	03/28 - Guitar Center		\$ 1,184.23
Check	21149	Sharp Business Systems	4/11/2025	Bill #9005282042--Copies Usages; 12/31/24 - 03/31/25		\$ 1,174.52
Credit Card	9515-3463	Civicorps	4/25/2025	04/03 - Civicorps		\$ 1,107.00
Check	21151	TeamLogic IT	4/11/2025	Bill #60508-9547--Service: Flat Rate Managed IT Service Bundle & Hardware Rental: 03/26 - 04/25/25		\$ 1,100.00
Check	21169	Mobile Modular	4/21/2025	Bill #2700470--Rent: 04/12 - 05/11/25		\$ 1,098.37
Credit Card	9515-3463	Guitar Center	4/25/2025	03/28 - Guitar Center		\$ 1,038.72
Check	21176	Shann Chu	4/21/2025	Bill #042125--Paying uncleared ck from prior provider:		\$ 1,000.45
Check	21113	AT&T Calnet	4/1/2025	Bill #000023143742--Communications Services: 02/07 -		\$ 955.51
Credit Card	9515-3463	Adtiser & Total	4/25/2025	04/08 - Adtiser & Total		\$ 937.13
Check	21196	ULINE	4/28/2025	Bill #191778205--Supplies		\$ 932.23
Check	21145	Maria Quintero	4/11/2025	Bill #041025--Performed services for female cadre		\$ 850.00
Check	21152	CSU Trustees	4/11/2025	Bill #5000003852--CSA Coupon Code 25/26 QTY 12		\$ 840.00
Credit Card	9515-3463	Stoles.com	4/25/2025	03/27 - Stoles.com		\$ 837.61
Check	21179	Spectrum Canine LLC	4/21/2025	Bill #042125--Paying uncleared cks from prior provider: Cks# 3401 & 3402		\$ 800.00
Check	21164	East Bay Municipal Utilities District	4/21/2025	Bill #041425--Water Services: 02/26 - 04/10/25		\$ 720.16
Check	21171	Museum of Art and Digital Entertainment	4/21/2025	Bill #000171--Field Trip: 04/24/25		\$ 690.00
Check	21147	Renaissance Learning Inc	4/11/2025	Bill #INV5530648--90-Minute Remote Session		\$ 600.00
Check	21190	Quadient Finance USA, Inc	4/28/2025	Bill #042125--Postage		\$ 600.00
Check	21140	Document Tracking Services	4/11/2025	Bill #9460810--Document tracking services: 04/15/25 -		\$ 590.00
Check	21148	San Francisco Elevator Services	4/11/2025	Bill #86396--Maintenance billing for the month: April 2025		\$ 560.94
Credit Card	9515-3463	Guitar Center	4/25/2025	03/28 - Guitar Center		\$ 547.67
Check	21120	Swing Education, Inc	4/1/2025	Bill #INV00934022--Substitute Svc: 03/15 - 03/21/25		\$ 510.00
Check	21191	Swing Education, Inc	4/28/2025	Bill #INV00953374--Substitute Svc: 04/12 - 04/18/25		\$ 510.00
Check	21174	Kathy Tran	4/21/2025	Bill #041725--Reimb: Milbell Decorations & Drinks		\$ 430.76
Credit Card	9515-3463	Guitar Center	4/25/2025	03/28 - Guitar Center		\$ 417.99
Check	21160	Bay Area Conference	4/21/2025	Bill #041725--BAC T&F Finals: 05/10/25		\$ 400.00
Check	M113	Jose Granadeno	4/14/2025	M113; DJ/9012		\$ 400.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	M112	Namue Camacho	4/14/2025	M112; Desert/Catering 9012		\$ 390.00
Credit Card	9515-3463	Guitar Center	4/25/2025	03/28 - Guitar Center		\$ 354.95
Credit Card	9515-3463	Guitar Center	4/25/2025	03/28 - Guitar Center		\$ 343.96
Credit Card	9515-3463	Costco Wholesale	4/25/2025	04/21 - Costco Wholesale		\$ 332.13
Check	21141	Evergreen Landscapes	4/11/2025	Bill #10191--New Backflow Prevention Devices & Annual Test		\$ 320.00
Check	21161	Tabitha Box	4/21/2025	Bill #040925--Consultation Services & Professional		\$ 300.00
Check	21139	Joseph Delgadillo	4/11/2025	Bill #040825--Reimb: Saturday School & Drill Competition		\$ 289.91
Check	21144	MVP Sports	4/11/2025	Bill #17803--Port & Company - Core Cotton Tee		\$ 281.45
Check	21167	Julia Kane	4/21/2025	Bill #041725--Reimb: track team entry fee for the Titan twilight		\$ 240.00
Credit Card	9515-3463	Costco Wholesale	4/25/2025	04/21 - Costco Wholesale		\$ 226.21
Credit Card	9515-3463	BART Bulk Tickets	4/25/2025	04/15 - BART Bulk Tickets		\$ 212.50
Credit Card	9515-3463	WWW Costco Com	4/25/2025	04/15 - WWW Costco Com		\$ 211.36
Check	21150	Swing Education, Inc	4/11/2025	Bill #INV00902945--Substitute Svc: 01/18 - 01/24/25		\$ 210.00
Credit Card	9515-3463	Indeed	4/25/2025	04/02 - Indeed		\$ 202.00
Check	21185	Pest Elimination	4/28/2025	Bill #7938779--Pest control : 04/22/25		\$ 196.03
Credit Card	9515-3463	School Services of CA, Inc	4/25/2025	03/27 - School Services of CA, Inc		\$ 195.00
Credit Card	9515-3463	Costco Wholesale	4/25/2025	04/23 - Costco Wholesale		\$ 192.77
Check	21136	AT&T Calnet	4/11/2025	Bill #000023292838--Communications Services: 03/07 -		\$ 182.14
Check	21177	Dawn Arens	4/21/2025	Bill #042125--Paying uncleared ck from prior provider:		\$ 171.31
Credit Card	9515-3463	Treering	4/25/2025	04/21 - Treering		\$ 168.54
Check	21193	The Advantage Group	4/28/2025	Bill #183009--Flex Administration Fee Processing Fee		\$ 164.25
Check	21178	ROXANA ROJAS	4/21/2025	Bill #042125--Paying uncleared ck from prior provider:		\$ 160.62
Credit Card	9515-3463	Stanley	4/25/2025	04/07 - Stanley		\$ 148.83
Credit Card	9515-3463	US Foods Chef's Store	4/25/2025	04/21 - US Foods Chef's Store		\$ 148.80
Check	21122	Michael Traver	4/1/2025	Bill #020625--Reimb: Staff Reimbursement		\$ 146.00
Check	21170	Cynthia Murphy	4/21/2025	Bill #041625--Reimb: CAASPP Materials and supplies		\$ 138.84
Credit Card	9515-3463	US Foods Chef's Store	4/25/2025	04/22 - US Foods Chef's Store		\$ 135.57
Check	21156	Verizon	4/11/2025	Bill #6109403602--Communications Services: 02/26 - 03/25/25		\$ 127.03
Credit Card	9515-3463	Subway	4/25/2025	04/03 - Subway		\$ 124.86
Credit Card	9515-3463	National Association of	4/25/2025	03/31 - National Association of Elementary School		\$ 124.80
Check	21182	Amazon Capital Services	4/28/2025	Bill #1MTD-6T6Q-6YM4--Materials & Supplies		\$ 124.18
Credit Card	9515-3463	Costco Wholesale	4/25/2025	04/21 - Costco Wholesale		\$ 119.88
Credit Card	9515-3463	Little Caesar's	4/25/2025	04/12 - Little Caesar's		\$ 119.00
Check	21187	Cynthia Murphy	4/28/2025	Bill #042425--Reimb: Bagels for staff during CAASPP		\$ 113.94
Check	M109	Nathan Mouins	4/11/2025	M109; Reimbursement 9012		\$ 108.64

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.

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: IV. Approval of Consent Items
Item: C. Personnel Report
Purpose:
Submitted by: Kathryn Wong & SGT Melanie Newkirk
Related Material: May BM MilStaff Staff Changes 5-29-2025.pdf
Staff Changes 24-25 for BM - Apr 26-May 23.pdf

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy charter requires that the Board of Directors approve all personnel transactions based on the recommendation of the Superintendent. Please find attached all personnel changes since our last board meeting on May 1, 2025.

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 Military Staff as of May 1, 2025 - June 1, 2025				
New Hire:			FTE	Start Date / Separation Date:
Last Name	First Name	Job Title Description		
Caro	Anthony	TAC NCO		5/12/2025
Ramirez	Margarita	Asst Support NCO		6/1/2025
Palmer	Robin	Support Specialist		5/15/2025
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		
Alexander	Yul	TAC NCO		5/7/2025
Separations:				
Last Name	First Name	Job Title Description		

Oakland Military Institute (OMI) College Preparatory Academy School Staff as of April 26, 2025- May 23, 2025				
New Hire:				
Last Name	First Name	Job Title Description	FTE	Start Date / Separation Date:
Alva	Ricardo	Director of Information Technology (IT) and Grant Development	1	7/1/2025
Hayes	Christopher	Math Teacher	1	8/1/2025
White	Caelin	Art Teacher	0.6	8/1/2025
Transfers:				
Last Name	First Name	Job Title Description		
Le	Tommy	Paraprofessional	1	8/1/2025
Promotion:				
Last Name	First Name	Job Title Description		
Separations:				
Last Name	First Name	Job Title Description		Date:
Griffin	Roy	SPED Case Manager	1	5/23/2025
Bernstein	Aaron	High School History Teacher	1	5/23/2025
Siebert	Erik	Art Teacher	1	5/23/2025
Mendiola	Jean-Thierry	Middle School English Teacher	1	5/23/2025
Leung	Wing-Wah	Middle School Math Teacher	1	5/23/2025
Brosio	Eric	High School Math Teacher	1	5/23/2025
Reed	Grace	Math Tutor	1	5/23/2025
Chen	Tiffany	Math Tutor	0.49	4/18/2025
Osa	Takumu	Math Tutor	0.49	4/18/2025
Winter	Leah	Math Tutor	0.49	4/18/2025
Cathey	Damian	Math Tutor	0.49	4/18/2025
Alherz	Summer	Math Tutor	0.49	4/18/2025
Ramirez	Virgina	After School Program	0.49	5/16/2025
Rosas	Jorge	Math Tutor	0.49	5/16/2025
Teacher/Staff Vacancies:				
		Math Tutor	4	
		Math Teacher	1	
		Ed Specialist	1	
		Paraprofessional	0.49	

Coversheet

2025-2026 Academic Calendar

Section: IV. Approval of Consent Items
Item: D. 2025-2026 Academic Calendar
Purpose:
Submitted by: Kathryn Wong
Related Material: 2025-2026 OMI Calendar Draft.pdf

BACKGROUND:

The first day of school for the 2025-2026 school year is August 6, 2025. Please review the attached 2025-2026 academic calendar.

RECOMMENDATION:

The staff recommends the OMI Board of Directors approve the 2025-2026 Academic Calendar.

Oakland Military Institute College Preparatory Academy 2025-2026 Teacher/Cadet Calendar

Draft

JULY 2025

S	M	T	W	T	F	S	11	12	H	S	T
			1	2	3	4	5	0	3		
6	7	8	9	10	11	12	0	5			
13	14	15	16	17	18	19	0	5			
20	21	22	23	24	25	26	5	5			
27	28	29	30	31			4	4			
							9	22		0	

AUGUST 2025

S	M	T	W	T	F	S	11	12	H	S	T
							1	2	1	0	1
3	4	5	6	7	8	9	5	5	1	3	5
10	11	12	13	14	15	16	5	5	0	5	5
17	18	19	20	21	22	23	5	5	0	5	5
24	25	26	27	28	29	30	5	5	1	5	5
							21	21	2	18	21

SEPTEMBER 2025

S	M	T	W	T	F	S	11	12	H	S	T
31	1	2	3	4	5	6	4	4	0	4	4
7	8	9	10	11	12	13	5	5	0	5	5
14	15	16	17	18	19	20	5	5	0	5	5
21	22	23	24	25	26	27	5	5	0	5	5
28	29	30					2	2	0	2	2
							21	21	0	21	21

No School	Holidays	
9/1/2025	Labor Day	1
10/13/2025	Indigenous Peoples' Day	1
11/11/2025	Veteran's Day	1
11/24/25-11/28/2025	Thanksgiving Break	5
12/23/2025-1/2/2026	Winter Break	10
1/19/2026	M.L. King, Jr. Day	1
2/16/2026-2/20/2026	Presidents' Day	5
3/30/2026-4/3/2026	Spring Break/ Cesar Chavez Day	5
5/25/2026	Memorial Day	1
Total Student Holidays and Breaks		30

OCTOBER 2025

S	M	T	W	T	F	S	11	12	H	S	T
			1	2	3	4	3	3	0	3	3
5	6	7	8	9	10	11	5	5	0	5	5
12	13	14	15	16	17	18	5	5	0	4	4
19	20	21	22	23	24	25	5	5	0	5	5
26	27	28	29	30	31		5	5	0	4	5
							23	23	0	21	22

NOVEMBER 2024

S	M	T	W	T	F	S	11	12	H	S	T
							1	0	0	0	0
2	3	4	5	6	7	8	5	5	0	5	5
9	10	11	12	13	14	15	4	4	0	4	4
16	17	18	19	20	21	22	5	5	1	5	5
23	24	25	26	27	28	29	0	3	0	0	0
30							14	17	1	14	14

DECEMBER 2025

S	M	T	W	T	F	S	11	12	H	S	T
	1	2	3	4	5	6	5	5	0	5	5
7	8	9	10	11	12	13	5	5	0	5	5
14	15	16	17	18	19	20	5	5	3	5	5
21	22	23	24	25	26	27	0	3	0	0	0
28	29	30	31				0	2	0	0	0
							15	20	3	15	15

No School	Professional Development	
7/31/2025	New Teacher PD/Optional half work day for teachers	
8/1/2025-8/5/2025	Professional Development	3
10/27/2025	Professional Development	1
3/2/2026	Professional Development	1
Total Professional Development Days		5

JANUARY 2026

S	M	T	W	T	F	S	11	12	H	S	T
							1	2	0	0	0
4	5	6	7	8	9	10	5	5	1	5	5
11	12	13	14	15	16	17	5	5	0	5	5
18	19	20	21	22	23	24	4	4	0	4	4
25	26	27	28	29	30	31	5	5	0	5	5
							19	21	1	19	19

FEBRUARY 2026

S	M	T	W	T	F	S	11	12	H	S	T
1	2	3	4	5	6	7	5	5	0	5	5
8	9	10	11	12	13	14	5	5	0	5	5
15	16	17	18	19	20	21	4	4	0	0	0
22	23	24	25	26	27	28	5	5	0	5	5
									0		
							19	19	0	15	15

MARCH 2026

S	M	T	W	T	F	S	11	12	H	S	T
1	2	3	4	5	6	7	5	5	5	4	5
8	9	10	11	12	13	14	5	5	0	5	5
15	16	17	18	19	20	21	5	5	0	5	5
22	23	24	25	26	27	28	5	5	1	5	5
29	30	31					2	2	0	0	0
							0	0	0	0	0
							22	22	6	19	20

	Marking Periods	
9/19/2025	Marking Period 1	
10/30/2025	Marking Period 2	
12/19/2025	Marking Period 3/ End of the Semester	
2/13/2026	Marking Period 1	
3/27/2026	Marking Period 2	
5/28/2026	Marking 3/ End of the Semester	

APRIL 2026

S	M	T	W	T	F	S	11	12	H	S	T
			1	2	3	4	3	3	0	0	0
5	6	7	8	9	10	11	0	5	0	5	5
12	13	14	15	16	17	18	5	5	3	5	5
19	20	21	22	23	24	25	5	5	2	5	5
26	27	28	29	30			4	4	0	4	4
							17	22	5	19	19

MAY 2026

S	M	T	W	T	F	S	11	12	H	S	T
							1	2	1	0	1
3	4	5	6	7	8	9	5	5	0	5	5
10	11	12	13	14	15	16	5	5	0	5	5
17	18	19	20	21	22	23	5	5	0	5	5
24	25	26	27	28	29	30	3	3	3	3	3
31							19	19	3	19	19

JUNE 2026

S	M	T	W	T	F	S	11	12	H	S	T
	1	2	3	4	5	6	5	5			
7	8	9	10	11	12	13	5	5			
14	15	16	17	18	19	20	4	5			
21	22	23	24	25	26	27	5	5			
28	29	30					2	2			
							21	22			

	Special Days of Note	
8/6/2025	First Day of School (1/2 day)	
8/28/2025	Back to School Night	
1/5/2026	First day of the Spring Semester	
4/15/2026-4/21/2026	CAASPP Testing school-wide	
5/28/2026	M.S. Graduation	
5/28/2026	H.S. Graduation	

- Outside of Schedule

185	Teacher
180	Student
21	Half Days
220	11 Month
249	12 Month

Coversheet

New Contracts

Section: IV. Approval of Consent Items
Item: E. New Contracts
Purpose:
Submitted by: Mary Streshly
Related Material: Edtec x OMI Amended Contract 5-29-2025BM.pdf
MOU OMI x SCOE 25-26 5-29-2025BM.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: Edtec Amended Contract

Contract #2: SCOE MOU

Contract #3:

Contract #4:

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.

AMENDED AND RESTATED STATEMENT OF WORK #2

by and between

EdTec Inc. and Oakland Military Institute

Reference:	Master Services Agreement dated June 19, 2013, by and between EdTec Inc. ("EdTec") and Oakland Military Institute ("Client").
Term:	July 1, 2024 through June 30, 2027 (the "Initial Term"). This Statement of Work shall automatically renew for consecutive additional one (1) year terms unless either party provides written notice of non-renewal to the other at least one hundred twenty (120) days prior to the expiration of the then-current term (each, a "Renewal Term"). The Initial Term and any Renewal Term(s) are referred to as the Term.
Scope of Services:	<p>The philosophy of our Back-Office Services is that we provide outsourced solutions so your school can focus on its educational mission. Moreover, you receive the benefit of our extensive experience with California Charter Schools.</p> <p>1. FINANCE and ACCOUNTING</p> <p>Budgeting:</p> <ul style="list-style-type: none"> ▪ Annual and multi-year budgets including cash flows – For existing clients, EdTec works with the school leader to create annual and multi-year budgets in time for submission to the State by July 1, and for new clients entering their first year of operations, in the spring or when services begin, EdTec will review the school's budget in time for submission to the State by July 1. EdTec strives to ensure that the annual budgets are strategic documents that capture the operations and direction of the school. ▪ Budget revisions (as needed, on demand) – EdTec revises budgets as needed to reflect changing circumstances at the school or in State funding. ▪ Updated monthly budget forecasts – EdTec tracks budget to actuals and updates the budget forecast on a monthly basis (if forecasts move materially off budget, we recommend a budget revision). <p>Financial Statements:</p> <ul style="list-style-type: none"> ▪ Monthly year-to-date financial statements – EdTec prepares YTD financials compared to budget in time for the regularly scheduled board or committee meeting. EdTec makes the financials and presentation electronically available as part of the board package ahead of the meeting. For schools with board or committee meetings on or before the 15th of the month, EdTec will furnish the financials and presentation in time for (but not in advance of) the meeting. For schools with board or committee meetings on or before the 10th of the month, EdTec will furnish the financials and presentation (for the month prior to the previous month) ahead of the meeting. ▪ Monthly cash flow projections – EdTec monitors the school's cash position and tries to anticipate any cash shortfalls in future months so the school can adjust spending accordingly or attempt to secure cash flow loans. ▪ Financial statement analysis (monthly) – In addition to financial statements, EdTec provides a succinct PowerPoint summary and

Amended and Restated Statement of Work #2 by and between EdTec
and Oakland Military Institute
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	<p>analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school.</p> <ul style="list-style-type: none">▪ Customized financial analysis – EdTec performs reasonable financial analysis that the staff or board requests, e.g., providing a comparative analysis of the school's budget relative to industry norms, scenario modeling (within reason), or fulfilling a request from the authorizing entity. EdTec will also provide customized reports (within reason) for grant proposals.▪ Support in resolving financial issues – EdTec helps the school leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding. <p>Accounting:</p> <ul style="list-style-type: none">▪ Setup of school's chart of accounts and general ledger – EdTec sets up and maintains the school's chart of accounts, based on EdTec's standard structure which is designed to be compliant with SACS.▪ Customized account codes – EdTec maintains limited customized account codes for unique features of the school program. These must be established at the beginning of the fiscal year to avoid re-coding of historic transactions.▪ Fund accounting – EdTec can track revenue and expenditures by fund, e.g., implementation grant funds and expenses or Title I expenditures.▪ Training – EdTec trains appropriate personnel on accounting procedures and practices designed to ensure accurate record keeping.▪ Transaction recording – EdTec records in detail all transactions in a computerized accounting system.▪ Journal entries and account maintenance – EdTec prepares and records journal entries and maintains the general ledger according to accepted accounting standards.▪ Bank reconciliation – EdTec reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.▪ Account for capital outlay expenses – EdTec records capitalized assets as provided by the school. On an annual basis, EdTec records related depreciation and amortization in the general ledger and reconciles expenditures to fixed asset listing.▪ Generate financial reports as requested – EdTec can generate the following reports upon request: detailed account activity; bank register activity; summary of budget; expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdTec); revenues; general ledger account balances. <p>Accounts Payable & Receivable:</p> <ul style="list-style-type: none">▪ Revenue verification – EdTec verifies that the school is receiving the correct amount of funds from State and Federal sources.▪ Revenue collection – If the funds from the State or the county/district are not correct, EdTec tracks down the appropriate officials and alerts them of the problem. EdTec will use reasonable efforts to negotiate on behalf of the school in disputes with funding agencies over improperly calculated payments.▪ Accounts payable – EdTec processes all invoices and, pending approval from the school leader or surrogate, pays the bills and codes them, based on school input, in the financial software, typically on a
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- **Form 1099 processing** – EdTec prepares and sends 1099 Forms to vendors and government, provided that this SOW remains in effect at the end of the applicable calendar year and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of services under this SOW.

- **Vendor selection** – EdTec provides guidance on vendors based on its experience with vendors around the State and country.
- **Purchasing assistance on big-ticket items** – EdTec can assist the school in its purchase or leasing of big-ticket items such as portables.

- **Preliminary and final budget reports** – EdTec prepares and files the preliminary budget report by July 1st based on the board adopted budget and a final budget as required.
- **Interim financial reports** – EdTec prepares and files the two interim financial reports to the district or county by the December 15 and March 15 deadlines.
- **Audited financial reports** – Subject to timely receipt of information and/or materials from the auditor, EdTec prepares and files the unaudited financial report by September 15. EdTec supports the Client and the auditor in the preparation (by the auditor) of the final audited report by December 15.

- **Audit support** – Beginning with the 2024-25 school fiscal year, EdTec prepares financial documents for the auditors and works side-by-side with the auditors to help ensure a smooth and timely audit process. For clarification, the school is responsible to pay auditor fees. The school shall also provide all non-financial records required by the audit – e.g., attendance records, employee records, teacher certifications.
- **Audit compliance training** – EdTec helps the school leader and audit staff develop financial policies designed to meet requirements and help protect the school from financial mismanagement.
- **Single Audit Act of 1984** – EdTec provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.
- **IRS Form 990 support** (and the corresponding State form, if applicable) – EdTec supports the school and auditor in preparing Form 990 tax-exempt organization annual filing. (For clarification, fees for audit and 990 are paid by school and it is the school's and auditor's sole responsibility to ensure these forms are filed).
- **Annual auditor selection form** – EdTec sends auditor information to the county in the spring.
- The school is responsible for attendance and audit of employee work.

Amended and Restated Statement of Work #2 by and between EdTec
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2. PAYROLL and HUMAN RESOURCES

Payroll:

EdTec uses an external payroll processor to accomplish the following tasks. EdTec interfaces between the school and payroll processor and performs quality checking so that the school does not need to interact with the payroll processor. The school pays payroll processing fees.

- **Payroll processing** – EdTec calculates and processes payroll and payroll-related payments/deductions for salaried and hourly employees based on information submitted by authorized Client representatives (excluding benefit accrual tracking such as vacation and sick time). EdTec works with the payroll processor to generate checks for signature by authorized Client representatives (or through electronic signature) or facilitates Direct Deposit at the Client's request. The fees set forth below include semi-monthly payroll processing.
- **Payroll reporting** – EdTec works with the payroll processor to prepare and file all required payroll reports for submission to Federal and State agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities for a single EDD/tax ID number.
- **Payroll record maintenance** – EdTec keeps track of payroll information. Client is responsible for maintaining all employee files, including forms based on EdTec-provided template files.
- **W-2 processing** – EdTec works with the payroll processor to prepare and send Form W-2 to the school and to file Forms W-2 and W-3 with the Social Security Administration, provided that this SOW remains in effect at the end of the applicable calendar year, and subject to the timely receipt of accurate and complete information and data from Client, in accordance with EdTec policies, throughout the Term and including for any portion of the applicable calendar year that preceded the provision of Services under this SOW.
- **IRS, SDI, WC support** – EdTec assists in resolving payroll tax issues before the IRS and other Federal and State reporting agencies. EdTec also assists school with any State Disability, Workers Comp, or Unemployment Insurance claims by providing supporting payroll reports.
- **STRS/PERS and other retirement plan administration** – EdTec will help the school set up STRS/PERS accounts and makes appropriate deductions and payments to the county for STRS and/or PERS based on information provided by the school. Note that in some cases it can take approximately 12 months to set up such contributions because of district/county delays. Also, some counties charge separately for this mandated service. The school is ultimately responsible for STRS/PERS account setup, administration and enrollments and any fees from outside parties including late fees and interest levied by STRS/PERS.

Human Resources, Benefits, and Insurance:

- **Employee file setup** – EdTec provides clients with template employee files and procedures to help ensure compliance with State and Federal requirements regarding Live Scan procedures, TB Test information, and/or credential verification information.
- **Contracts and handbook development support** – EdTec provides schools with non-legal, business advice on employment contracts and employee handbooks and their business implications.

Amended and Restated Statement of Work #2 by and between EdTec
and Oakland Military Institute
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	<ul style="list-style-type: none"> ▪ Health benefits administration – EdTec assists in guiding the school in the health benefits procurement process and assists with re-quotes of insurance on an annual basis. Client is responsible for all benefit reporting under the Affordable Care Act, including without limitation the Forms 1094-C and 1095-C. ▪ Teacher credentialing – EdTec provides information and assistance to school leaders to help them evaluate teacher credentials and “highly qualified” requirements. ▪ Insurance procurement – EdTec provides financial information necessary for the liability insurance quote process. <p>3. BUSINESS CONSULTING</p> <p>EdTec is a strategic thought partner to its clients and provides high-value support and guidance in the following areas:</p> <ul style="list-style-type: none"> ▪ Negotiations – EdTec supports the school director and board with non-legal, business advice in negotiations related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school's position. ▪ Strategic budget development – EdTec can assist the school director and board with strategic financial planning and budget scenario development. ▪ Financing support – EdTec assists clients in preparing loan packages and connecting the school with non-traditional/specialized funding sources such as bonds, New Market Tax Credits, Community Development Financial Institution (CDFI) resources, and philanthropic funds. ▪ Legal services optimization – EdTec can help clients think through and frame issues in preparation for engaging legal counsel, thereby assisting in a more efficient use of legal services costs. ▪ Special projects – EdTec performs business-related special projects within reason, such as modeling growth, compensation, and facilities scenarios, and providing an understanding of and analyzing food service and transportation options. (Note: due to State regulations, EdTec cannot complete the School Food Authority (SFA) application. However, EdTec provides assistance in understanding the process.) EdTec can also assist the school leader, within reason, in the analysis and understanding of best practices regarding a structurally sound pay scale. <p>4. BOARD MEETING SUPPORT</p> <ul style="list-style-type: none"> ▪ Board meeting attendance – EdTec attends regularly scheduled board and finance committee meetings in person or by teleconference (at most a total of one meeting per month and at least two meetings per three months) and presents its financial analysis presentation. EdTec can assist the board in staying in compliance with the Brown Act. <p>5. FACILITIES</p> <ul style="list-style-type: none"> ▪ Facility needs assessment and planning – EdTec works with clients to help them refine their thinking about key facilities-related considerations and identify important facility requirements based on the school program
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	<p>and industry standards. EdTec helps clients think creatively about their facility needs and come up with workable solutions.</p> <ul style="list-style-type: none"> ▪ Prop 39 – EdTec helps the school prepare Prop 39 requests, including analyzing student data, and helps to manage timelines related to the Prop 39 process. ▪ District negotiations – EdTec will help the school negotiate deals with the district regarding facilities. ▪ SB 740 – As State funding is available, EdTec prepares and submits SB 740 facilities reimbursements on the school's behalf. ▪ Financial reporting to lender - EdTec provides financial data to lenders for loan covenants. ▪ Facilities funding support – EdTec provides financial data for compliance-related reporting on State facility funding programs such as Prop 1D. ▪ Facility acquisition/lease negotiation – <i>On a separate fee basis and subject to staff availability, EdTec can assist clients with business, non-legal advice in negotiating purchase and/or lease terms. The school's attorney should review these.</i> <p>6. COMPLIANCE and ACCOUNTABILITY</p> <ul style="list-style-type: none"> ▪ Note that compliance and accountability are the responsibility of the school. EdTec will provide advice on some matters, but this information is not comprehensive. In addition, since rules, regulations and interpretations regularly change, schools should seek independent verification from their attorneys or other sources. ▪ Mid-year internal review – From time to time, EdTec may perform an internal review with client designed to help the school comply with many school regulations, or in preparation for a potential authorizer site visit. Using an EdTec-developed checklist, we assist the school staff in testing compliance in key areas, such as: Board resolutions and policies; risk management; food service; restricted funding; student and personnel files; and attendance reporting and student data. ▪ Employee files – As noted above, EdTec provides schools with templates for employee files, forms, and procedures to help ensure compliance with employment laws. (Note: the school should have an attorney review all legal issues.) ▪ ESSA compliance support – EdTec will track the financial reporting and can help provide related backup necessary for the Every Student Succeeds Act (ESSA) compliance. On an hourly billable basis, EdTec can provide assistance on Local Control Accountability Plan (LCAP) development and related school and student performance analysis. ▪ SPED compliance – EdTec provides partial checklists and general information to help schools understand their responsibilities related to Special Education. EdTec assistance does not include educational program compliance and we recommend getting specialized assistance in this area to ensure complete compliance. EdTec assists the school in completing the following reports: Maintenance of Effort (MOE), Mental Health expenditure reporting, Excess Cost Report, and year-end reporting. ▪ Funding compliance – EdTec makes compliance recommendations regarding funding requirements, such as Federal PCSGP implementation grant funding and other restricted funds. Note that, as more information
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	<p>becomes available, ESSA compliance may be especially complex with many school obligations.</p> <ul style="list-style-type: none"> ▪ District and State regulation compliance – EdTec can help the school identify areas where it may not be in compliance with district or State regulations. <p>7. ATTENDANCE and DATA REPORTING</p> <ul style="list-style-type: none"> ▪ Local attendance reporting – EdTec will provide support with monthly attendance reports based on school-provided data as outlined in the addendum to this Statement of Work. ▪ State attendance reporting – Using school-provided data, and at the school's request, EdTec will provide support on government attendance reports, including the 20-day report, P-1, P-2, and Annual Attendance Report. For specific support level, please refer to the Roles and Responsibilities in Attachment 1. ▪ Non-attendance reporting – EdTec will support school on CALPADS and CBEDS reporting. For specific support level, please refer to the Roles and Responsibilities in Attachment 1. ▪ Attendance procedures assistance – EdTec will provide assistance reviewing schools' attendance accounting procedures and advising on areas for improvement, although the school is ultimately responsible for keeping accurate attendance and ADA compliance. ▪ Quarterly ADA analysis – EdTec reviews ADA data to ensure the school is on track with projections, if EdTec is provided access by the school to their Student Information System. ▪ Start of year setup and support – EdTec will provide start of year systems setup and support to the school. If the school has not chosen a Student Information System ("SIS"), EdTec will assist the school leader in evaluating the school's need for an SIS. If the school has already sourced an SIS, the school may use the designated hours for general SIS support for an EdTec-supported SIS or other data service supported by EdTec. If the school asks EdTec to access, use or troubleshoot an SIS not supported by EdTec, hourly charges will apply for EdTec to learn and use the SIS. (Note: The school is responsible for taking accurate attendance, on a system provided by the school, at the school's expense.) ▪ School requests for EdTec assistance on items not listed in this section shall be billed hourly. <p>8. CHARTER DEVELOPMENT and GRANTS ADMINISTRATION</p> <ul style="list-style-type: none"> ▪ Financial reports – EdTec prepares customized financial reports for grant purposes, within reason. ▪ Fund accounting – EdTec sets up fund accounting to track direct and allocated costs to grants. ▪ Public Charter School Grant Program (PCSGP) – EdTec assists the school in preparing and submitting the PCSGP Quarterly Expenditure Report (QER) to the CDE and manages the review/finalization process. EdTec can also provide guidance in the school's development of their PCSGP application budget. ▪ Consolidated Application (ConApp) – EdTec prepares the Consolidated Application parts 1 and 2 for eligible schools and files in the Consolidated Application Reporting System (CARS).
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	<ul style="list-style-type: none"> ▪ State Revolving Loan – EdTec prepares the application for this loan program (up to \$250,000). ▪ After School Education and Safety Program (ASES) – EdTec submits annual budget and quarterly expenditure reports. ▪ School-Based Medi-Cal Administrative Activities (SMAA) – EdTec completes quarterly reports. ▪ Charter School Facilities Incentive Grant (CSFIG) – EdTec completes semi-annual disbursement requests. ▪ Deferral Exemption Application – EdTec completes the application for the school. ▪ Charter renewal – <i>On a separate fee basis, EdTec can assist in preparing and advocating a charter petition for school renewal.</i>
Excluded Services:	<p>Other than the services outlined above, EdTec is not responsible for any other activities, unless mutually agreed to in writing. Examples of Excluded Services include, but are not limited to, outside legal costs, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with ESSA, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.</p>
Compensation:	<ul style="list-style-type: none"> ▪ <u>Back Office Services:</u> EdTec will provide these services at a fixed fee per school fiscal year as follows: <ul style="list-style-type: none"> ○ \$197,000 for the 2024-25 school fiscal year ○ \$210,000 for the 2025-26 school fiscal year ○ \$215,000 for the 2026-27 school fiscal year <p>These fixed fees <u>include</u> all normal postage, telephone, copying, faxing, etc., <u>except</u> for bank and payroll fees that will be passed through. The annual fees are payable monthly commencing on July 1, 2024.</p> <ul style="list-style-type: none"> ○ The fees above are for the scope of services contained herein solely for those school(s) for which Client holds a granted charter or that have been in operation prior to the date of this SOW. ○ In addition to the fees calculated as provided above, there will be an incremental fee for the following, if applicable: <ul style="list-style-type: none"> • Benefit accrual tracking such as vacation and sick time for a one-time setup fee of \$250. • Use by school personnel of debit cards. • For the CALPADS services described in Annex A, there will be an additional fee of \$10,500 per school fiscal year. Client may decline service for fiscal years 25/26 and 26/27. ▪ <u>Consulting:</u> Should you desire additional services not in the above scope, and for any services provided prior to July 1, 2024 (other than the preparation of the budgets for submission to the State by July 1 as described above, for which there would be no additional hourly charge), we would be pleased to provide these, subject to staff availability, at the then-current discounted hourly fee schedule for back-office clients (travel time is billed at ½ of the applicable hourly rate). Typical additional services that are not in the above scope are charter petition writing and the implementation of computer systems or computerized Student Information

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EDTEC INC. Signed by: By: <u>Steve Campo</u> 7A50CD0252334E8... Name: Steve Campo Title: President & CEO Date: 5/23/2025 1266 66 th Street Suite 4 Emeryville, CA 94608 Fax: 510.663.3503	OAKLAND MILITARY INSTITUTE Signed by: Signature: <u>[Signature]</u> 4F3072BA840C470... Name: Chief Thomas James Title: Commandant & Chief Business Officer Date: 5/19/2025 Address: Address 1 Address 2 Email: tjames@omiacademy.org Phone: Phone number Fax: Fax
	<p>The undersigned officer of Oakland Military Institute, a California public charter school (the "School"), hereby certifies that this Agreement has been duly approved by the governing body of the School, at a publicly noticed meeting held on February 15, 2024.</p> <p>OAKLAND MILITARY INSTITUTE Signed by: Signature: <u>Dr. Mary Steshly</u> 0BB371D60F534D3... Name: Dr. Mary Steshly Title: Superintendent</p>

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ATTACHMENT 1

Roles and Responsibilities

Clarity on roles and responsibilities between EdTec and Oakland Military Institute ("Client") will help ensure high quality, timely business services. Table 1 below outlines the roles and responsibilities of both parties:

Table 1: Roles & Responsibilities

	EdTec	Client
Payroll	<ul style="list-style-type: none"> ▪ Accurate, complete payroll on a monthly or semi-monthly basis ▪ Published calendar of payroll deadlines ▪ Reminders for payroll deadlines ▪ Final payroll information sent to client for approval prior to client's payroll approval deadline ▪ Advice on setting up STRS/PERS ▪ Primer on health insurance terminations, COBRA, and employee vs. contractor classifications 	<ul style="list-style-type: none"> ▪ Timecards and changes: Submission to EdTec of the timesheet summary, payroll client change summary, and other payroll changes and backup forms by the payroll calendar deadlines and using EdTec forms/processes ▪ Payroll approval: Approval according to EdTec process by payroll calendar deadlines ▪ New hires: Timely submission of new hires according to EdTec process by payroll calendar deadline ▪ Enrolling (or working with a broker to enroll) staff in any STRS, PERS, 403b, health plans, and other insurance/retirement/contribution/deduction programs ▪ Terminating staff from health plans, other insurance, and other applicable contribution/deduction programs.
Accounts Payable	<ul style="list-style-type: none"> ▪ Timely and accurate check payments ▪ Payment of invoices according to client's approval policies ▪ Recordkeeping/processes adhering to generally accepted accounting standards for accuracy and security and approved by independent auditors ▪ Payment systems linked to financial statements and analyses for informed managerial decision-making ▪ Bank account reconciliations ▪ Invoice/payment research ▪ Advising clients on outstanding checks to ensure adequate cash availability 	<ul style="list-style-type: none"> ▪ Submission of payment and deposit information; provision to EdTec of view-only access to bank account <ul style="list-style-type: none"> ○ Weekly submission to EdTec of invoices, reimbursement requests, deposits, and other expenditures using EdTec forms and processes ○ Coding all expenses and non-State funding deposits using EdTec forms and processes and codes from the most recent budget. ▪ Banking: Monitoring and maintaining adequate bank account balances to meet expense obligations; securing view-only access to school bank account(s) for use by EdTec.

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Attendance and Data Reporting	<ul style="list-style-type: none"> ▪ Start of year setup and support: EdTec will provide SIS evaluation, initial setup, and support (up to 3 hours in first year of Initial Term). Support beyond the initial 3 hours is available on an hourly billable or project billable basis. ▪ Monthly attendance reports: Generation of complete, accurate attendance reports (based on school provided data) by the deadline (up to 1.5 hours per report). Resolution of data discrepancies and attendance revisions will be charged at the hourly rate. ▪ 20-Day and P-Reports: Generation of complete, accurate attendance reports (based on school provided data) by the deadline (up to 1.5 hours per report). Resolution of data discrepancies and attendance revisions will be charged at the hourly rate. ▪ CALPADS: See Annex A. ▪ CBEDS: EdTec will provide up to 2 hours to train Client on CBEDS procedures and report generation. CBEDS support beyond the initial 2 hours is available on an hourly billable or project billable basis. ▪ Training: Conduct Attendance Primer training before the start of the school year to educate Client staff on basic attendance processes and procedures. 	<ul style="list-style-type: none"> ▪ Accurate and complete collection of attendance data in compliance with State rules. ▪ Monthly reports: Preparation and submission of data to EdTec at least 3 business days before the deadline ▪ 20-Day and P-Reports: Submission of data to EdTec at least 5 business days before the deadline ▪ Clients without student information system software will submit student and attendance data to EdTec using EdTec forms ▪ Clients using a non-EdTec-supported SIS will provide student and attendance data to EdTec in an EdTec-approved format ▪ Training: Key Client staff to attend start of year Attendance Primer training; EdTec will not be able to complete the Attendance / Data deliverables until the training is completed
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The payroll, accounts payable, and attendance deadlines / calendars referenced above shall be provided separately.

1. LATE FEES and PROCESSING CHARGES

Payroll:

- **Timecards and payroll changes:** A late fee of \$100 will be imposed for each business day timesheet information for hourly staff and payroll changes are submitted late to EdTec based on the published Payroll Calendar. The latest timesheet information changes can be accepted is one business day prior to Payroll Approval deadlines.
- **Manual checks:** EdTec will generate and distribute manual checks, as needed and without charge, for employee terminations and payroll corrections due to EdTec error. For manual checks for employee terminations, EdTec will bill the overnight delivery charges to the school if overnight delivery is requested. For all other manual check requests processed by EdTec, EdTec will charge a fee of \$50 plus overnight delivery charges (if overnight delivery is requested), and for all manual check requests processed by the payroll processor, school will pay the additional fee charged by the payroll processor plus overnight delivery charges (if overnight delivery is requested). An additional payroll cycle

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outside of the normal payroll processing schedule is possible with adequate advance notice and subject to EdTec staff availability at the time the request is made; an additional payroll cycle will incur an added EdTec processing fee that will be quoted at that time for Client pre-approval.

Accounts Payable:

- **Weekly submittal:** Client must submit a weekly package conforming to EdTec forms and processes. The submittal shall contain invoices with appropriate coding, reimbursement requests, deposits, and/or other payment documents to EdTec using EdTec forms. If Client fails to submit this weekly package or fails to submit all necessary invoices and receipts to process payment, Client will be charged an additional processing fee of \$50.
- As a courtesy, EdTec may waive the first two occurrences (i.e., up to \$100) of the Weekly Submittal processing fee.

Attendance and Data Reporting:

- **Start of year setup and support:** EdTec fees include up to 3 hours in first year of Initial Term to assist Client with the evaluation of SIS systems, initial setup, and support.
- **Monthly, 20-Day and P-Reports:** EdTec fees include 1.5 hours of quality assurance and troubleshooting when processing and generating each report. Any EdTec work beyond this hour (including data correction and reconciliation with other periods) will be charged at the then-current discounted data service rate.
- **Expedite fee:** If Client misses an EdTec deadline for providing data and subsequently requests assistance in generating reports on an expedited basis, a \$100 expedite fee per occurrence may apply.
- **CBEDS reports:** EdTec fees include up to two hours for training and guidance on report generation. CBEDS support beyond the initial 2 hours is available on an hourly billable or project billable basis.
- EdTec can provide additional assistance for reports at the then-current discounted data service rate.
- If Client requires EdTec assistance for work with external deadlines (e.g., P-Reports), EdTec may set a deadline for receiving the request, data, and/or other materials from the Client to ensure timely and accurate processing. EdTec may charge an expedite fee for requests, data, and/or other materials not received from the client by the EdTec deadline.
- If Client does not have a student information software system, Client will use EdTec forms when submitting information to EdTec. Failure to use EdTec forms will result in a processing fee of \$100.
- As a courtesy, EdTec may waive the first occurrence of the forms processing fee.

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ANNEX A: CALPADS Services		
The services described below will be performed for the fixed annual fee set forth in this Statement of Work, provided that Client uses an EdTec-preferred Student Information System (SIS). In the event that Client uses a non-preferred SIS, EdTec will provide up to 30 hours per school per school fiscal year of the service under the fixed annual fee; additional support hours shall be billed at the then-current discounted data service rate.		
Task Description	EdTec Responsibilities	School Responsibilities
A. Fall 1 Submission (October - January)		
Data Review and Reconciliation	<ul style="list-style-type: none"> -Provide schools with list of required data and project calendar -Manage submission deadlines for each school site and provide regular reminders -Review Fall 1 required data in School's SIS and identify missing/inaccurate data -Review of CALPADS Fall 1 setup in School's SIS (race/ethnicity, exit code mappings) -Train staff how to review Fall 1 certification reports and resolve fatal errors 	<ul style="list-style-type: none"> -Populate School's SIS with all Fall 1 required data per EdTec's guidance -Adhere to project calendar deadlines as set forth by EdTec -Review and certify Fall 1 snapshot reports and make corrections, as needed
Student Enrollment Submission	<ul style="list-style-type: none"> -Mass request SSIDs and update student enrollments through an SENR submission -Generate and troubleshoot SENR extracts -Train school how to manually generate single SSIDs in CALPADS for new students enrolling throughout the school year 	<ul style="list-style-type: none"> -Enter required student demographic information into School's SIS -Follow up with other districts/schools to resolve CCE and MID anomalies
Student Information Submission	<ul style="list-style-type: none"> -Generate, upload and troubleshoot SINF extracts -Generate, upload and troubleshoot SELA extracts 	<ul style="list-style-type: none"> -Ensure English Language Learner Information in School's SIS is up-to-date and accurate
Student Programs Submission	<ul style="list-style-type: none"> -Review student program records in School's SIS for completeness. Add student program records, if necessary -Generate, upload and troubleshoot SPRG extracts 	<ul style="list-style-type: none"> -Enter lunch eligible (free and reduced), foster youth and special education records into School's SIS
B. Fall 2 Submission (October - March)		
Data Review and Reconciliation	<ul style="list-style-type: none"> -Provide schools with list of required data and project calendar -Manage submission deadlines for each school site and provide regular reminders -Review State required data in School's SIS and identify missing/inaccurate data -Review of CALPADS Fall 2 setup in School's SIS -Train staff how to review Fall 2 certification reports and resolve fatal errors 	<ul style="list-style-type: none"> -Populate School's SIS with all Fall 2 required data per EdTec's guidance -Adhere to project calendar deadlines as set forth by EdTec -Review and certify Fall 2 snapshot reports and make corrections, as needed
Staff Demographics Submission	<ul style="list-style-type: none"> -Generate reports that identify missing or inaccurate staff demographic data -Provide guidance on data requirements for staff demographic records -Provide guidance on obtaining SEID numbers for credentialed staff 	<ul style="list-style-type: none"> -Request Statewide Educator ID (SEID) numbers for certificated staff -Enter staff demographic data and fix any error identified by EdTec
Staff Assignments Submission	<ul style="list-style-type: none"> -Update school-provided Staff Assignment data into School's SIS, as needed -Provide guidance on data requirements for staff assignment records -Generate, upload and troubleshoot SASS extract(s) 	<ul style="list-style-type: none"> -Enter staff assignments records in the staff assignments into School's SIS
Course Sections Submission	<ul style="list-style-type: none"> -Update school-provided Course/Section data into School's SIS -Generate, upload and troubleshoot CRSE extract(s) 	<ul style="list-style-type: none"> -Enter required course and section information in School's SIS
Student Course Sections Submission	<ul style="list-style-type: none"> -Generate, upload and troubleshoot SCSE extracts 	<ul style="list-style-type: none"> -Ensure student schedules are up-to-date and accurate through Census Day
C. End-of-Year Submission (May - August)		
Data Review and Reconciliation	<ul style="list-style-type: none"> -Provide schools with list of required data and project calendar -Manage submission deadlines for each school site and provide regular reminders -Review State required data in School's SIS and identify missing/inaccurate data -Review of CALPADS EOY setup in School's SIS (discipline codes, program codes) -Train staff how to review EOY certification reports and resolve fatal errors 	<ul style="list-style-type: none"> -Populate School's SIS with all EOY required data per EdTec's guidance -Adhere to project calendar deadlines as set forth by EdTec -Review and certify End-of-Year certification snapshot reports and make corrections, as needed
Student Enrollment Update Submission	<ul style="list-style-type: none"> -Generate and submit SENR and SINF extracts for all changes since the Fall 1 Submission 	<ul style="list-style-type: none"> -Populate School's SIS with required student demographic information for students since the last enrollment update -Verify completers and graduates along with all associated data elements
End-of-Year Program Submission	<ul style="list-style-type: none"> -Submit and troubleshoot the End-of-Year program submission (SPRG) -Provide guidance on data requirements for additional program records 	<ul style="list-style-type: none"> -Enter student End-of-Year student program records into School's SIS
End-of-Year Discipline and Attendance Submission	<ul style="list-style-type: none"> -Submit and troubleshoot the End-of-Year Discipline submission (SDIS) -Submit and troubleshoot the End-of-Year Attendance submission (STAS) -Provide guidance on data requirements and process for adding discipline records in School's SIS 	<ul style="list-style-type: none"> -Enter student discipline information into School's SIS -Enter all absences for the reporting year into School's SIS
End-of-Year Course Completion Submission	<ul style="list-style-type: none"> -Submit and troubleshoot the End-of-Year Course Completion submission (CRSC and SCSC) 	<ul style="list-style-type: none"> -Confirm all term grades have been entered into School's SIS for Grades 7-12
D. Anomaly Resolution (Year-long, as needed)		
Anomaly Resolution Support	<ul style="list-style-type: none"> -Assist school with identifying and fixing CCE, MID and ERD anomalies in CALPADS and School's SIS -Provide schools with CALPADS contact info for other LEAs 	<ul style="list-style-type: none"> -Follow up with other LEAs to resolve anomalies

*This proposal does not include data remediation services. If it is determined that the initial data quality and set up requires significant intervention by EdTec, a separate scope of work for data remediation services may be required.

**Memorandum of Understanding
Teacher Induction Program
Sacramento County Office of Education
and Oakland Military Academy**

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

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

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

I. Parties

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

II. Term

The effective dates of this MOU are July 1, 2025 through June 30, 2026. Either party may terminate this agreement upon written notice submitted to the Advisory Council no later than 30 days prior to the start of the MOU Contract. Notice must be received no later than June 1, 2025.

III. Responsibilities - General

A. SCOE shall:

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

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

B. District agrees to the following:

1. The District superintendent (or designee) will serve as the District Advisor. The District Advisor shall provide feedback and support to SCOE's Teacher Induction Program directors and may serve on the Advisory Council.
2. The District will appoint a Teacher Induction Program Coordinator according to established guidelines to oversee all Teacher Induction Program activities within the District and assume the responsibilities established by this MOU. The Program Coordinator will attend all of the following required meetings/events annually at SCOE: Fall Planning Day, Winter Coordinator Meeting, and Spring Planning Day.
3. The District will assess Credential Candidates to ensure that they meet enrollment criteria and enroll and serve eligible Credential Candidates according to induction requirements and criteria established by the Teacher Induction Program.
4. By October 1, 2025, District will identify all teachers who are in their first year of teaching or first year of teaching in the District and other candidates who are eligible for Teacher Induction Program services as described by CTC guidelines attached hereto and incorporated herein by reference as Exhibit 1.
5. By October 13, 2025, District will confirm all participants for purposes of invoicing.
6. District will identify all school sites with eligible Credential Candidates and request all site administrators of those school sites to attend an orientation that outlines the administrators' role(s) in supporting candidates in the implementation of their ILP goal and other program processes.
7. District will communicate to all site administrators, the Teacher Induction Program (2-3 days) and employer input into the credential candidate's development of an ILP within the first 30 days of enrollment in the program. **The ILP will be solely used for professional growth and development of the participating teacher, not for evaluation or employment purposes.**
8. District will select experienced teachers as Teacher Induction Program Mentors (Mentors) according to established criteria as outlined in CTC's 2016 Teacher Induction

Program Standards attached hereto and incorporated herein by reference as Exhibit 2, and ensure Mentors attend all required Teacher Induction Program events and trainings.

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

IV. Responsibilities – Fiscal

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

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

B. The District agrees to the following:

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

4. Provide written notice to SCOE of any teacher credential candidate who discontinues program participation. Written notice should be provided via email to Marie Callahan (mcallahan@scoe.net). Refund total is determined **by the date SCOE receives written notice, not the teacher drop date.**

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

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

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

V. Ownership of Materials

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

VI. Compliance with CTC Requirements

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

VII. General Terms.

A. Entire MOU:

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

B. Indemnification:

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

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

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

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

C. Independent Agents:

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

D. Nondiscrimination Clause:

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

E. Insurance:

All parties shall maintain in full force Commercial General Liability Insurance with limits of no less than \$2,000,000 per occurrence. Such requirement may be satisfied by coverage through a joint powers authority. Each party will name the other as an additional insured and will provide evidence of such insurance coverage and an endorsement upon request.

F. Force Majeure:

No party shall be liable to the other for delays or failures in performance under this MOU for events beyond their reasonable control, including acts of God, war, government regulation, terrorism, disaster, strikes of a third-party, civil disorder, curtailment of transportation facilities, pandemics, infectious disease outbreak, or similar occurrence beyond the party's control,

making it impossible, illegal, or commercially impracticable for one or both parties to perform its obligations under this MOU, in whole or in part.

G. Execution of MOU:

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

H. Signatures:

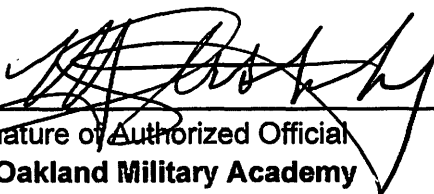
By affixing its signature to this MOU, each party warrants and represents that each has the authority to enter into this MOU and to perform all obligations under the MOU, and further that the signatory of this MOU is authorized to legally bind the party.

By: 
Signature of Authorized Official
Sacramento County Office of Education

Nicolas Schweizer

Title: Assoc Supt

Date: 5/1/25

By: 
Signature of Authorized Official
Oakland Military Academy

Printed Name: Mary Streshly

Title: Superintendent

Date: 5-7-25

Coversheet

CharterSafe/JPA Insurance Overview

Section: VI. Information/Discussion Items
Item: A. CharterSafe/JPA Insurance Overview
Purpose:
Submitted by: CMSgt (CA) Thomas James
Related Material: CharterSAFE Brochure.pdf
CS 2025-26 Insurance Summary.pdf
Human Resource Certification.pdf

BACKGROUND:

Bettina Hooper will provide an overview of CharterSafe/JPA Insurance, highlighting how its comprehensive coverage and support services will benefit OMI's operations and risk management.

Charter**SAFE**

“
BE
SAFE.
FEEL
SAFE.
”

Insurance when you need it.
Safety partners so you don't.

WE'RE AMONG THE CALIFORNIA VISIONARIES THAT ROSE UP TO PROTECT CHARTER SCHOOLS.

CharterSAFE is a nonprofit solely dedicated to protecting California charter schools by providing expertise in group insurance, safety, risk management and human resource consulting. We serve leaders of the charter community in need of comprehensive, proactive plans to keep their schools safe and secure.

Founded in 2004 and owned by our charter school members, CharterSAFE is the hands-on insurance and safety expert enabling leaders to focus on what they do best—running excellent schools. We're led by a California charter school alumna and overseen by a Board of Directors exclusively comprised of charter leaders. Joined by our team of dedicated experts, CharterSAFE partners with more than 270 members in keeping over 800 school facilities safe and sustainable.

 Workers' Compensation

 Contract Review

 Student Activity Guidelines



-  Risk Management
-  Transportation Guidelines
-  Litigation Assistance
-  Staff Training Compliance
-  Vendor Procedures
-  Safety Inspection
-  Policy & Procedures Review
-  Sexual Abuse Prevention
-  Certified Playground Inspection
-  Best Practices
-  Policy Templates
-  Safety Consulting
-  Facility Use Agreements
-  Waiver Forms
-  HR Consulting/Advice

Just like your charter school, CharterSAFE is a unique organization. **We are a nonprofit membership organization founded by and for the California charter school community with over 15 years of experience proactively serving and protecting our members.**

Our team of professionals work with schools throughout the state and track changes to California’s regulatory, legal and political environment, allowing us to keep our tools and training timely and relevant to ensure our member schools are safe and up-to-date on current trends. We work hand-in-hand with leaders across the state to limit risks, increase professionalism and protect the students and staff that make up California's charter school community.

Coverage & Resources
CharterSAFE Members

Insurance Policy	HR Consulting	Contract Review
Waiver Forms	Vendor Procedures	Policy Templates
Litigation Assistance	Sexual Abuse Prevention	Best Practices
Safety Consulting	Certified Playground Inspection	Facility Use Agreements

Insurance Industry
Standard

Insurance Policy



Protecting Schools.

We're a trusted partner in protecting California charter schools.

- Personalized advice and training from our team of highly experienced HR professionals and access to a no-cost, California charter school-specific HR online certification program
- Hands-on risk management guidance—including risk mitigation for activities, field trips, permission/waiver forms, athletics, special events, student transportation, fundraisers, volunteers and much more
- No-cost services such as safety reviews, ergonomic evaluations, playground inspections, comprehensive policies and procedures reviews, and online safety and compliance training
- School-wide membership to WeTip, an anonymous crime reporting hotline resource and STOPit Solutions, an anonymous, app-based incident reporting resource
- Thorough contract evaluations by a seasoned risk transfer/indemnity attorney in contractual agreements (e.g. property leases, facility use agreements, vendor agreements and more)



Promoting Safety.

We go beyond insurance to provide key services including human resources, trainings and compliance that keep member schools safe—physically, operationally, financially and reputationally.

- Comprehensive safety inspection and detailed report, with online mitigation tracking and budgeting capabilities
- Certified Playground Inspection and detailed report
- Holistic safety advisory services (e.g. workstation evaluations, utility cart training, playground supervisor training and more)
- Unlimited online employee training via SafeSchools
- Self-inspection safety checklists for members



Customizing Insurance.

We're a customized school insurance provider with a team of experts on issues and risks unique to California charter schools.

- Online 24-hour claim reporting/emergency access to claims manager
- In-person training on claim reporting and claim management
- Workers' compensation claim reviews
- Workers' compensation cost containment, return to work information and claim reviews
- California charter school-specific insurance coverage written and reviewed by our team annually
- Information about litigation trends facing the charter school community

“

IN THE LAST
40 YEARS,
761 INSURANCE
COMPANIES
NATIONWIDE
HAVE BECOME
FINANCIALLY
IMPAIRED,
COMPARED TO
ONLY 1 JPA.

”

CharterSAFE is a nonprofit Joint Powers Authority (JPA) that is authorized under California Government Code (§6500-6536).

WHY

Why do JPAs exist? CharterSAFE, a Joint Powers Authority (or JPA) specific to California charter schools, is able to focus solely on the shared interests, goals and needs of member schools. Our nonprofit status means that member cost-savings are guaranteed. Similar risk-sharing pools are used by a range of agencies including cities, school districts and counties. By acting as a JPA, our team can secure lower rates and better services. And our size allows for volume discounts and competition among vendors.

WHAT

What makes a JPA unique? A JPA is a contract between two or more similar public agencies for the purpose of economies in achieving common goals. JPA members are its owners. CharterSAFE's goal is to lower insurance costs and share risk management and school safety resources for all California charter school members through group purchasing, self-insurance and a team of risk management and HR experts. We do it governed by a Board of Directors comprised of your peers—California charter school leaders with a vested interest in smart operational management and fiscal integrity.

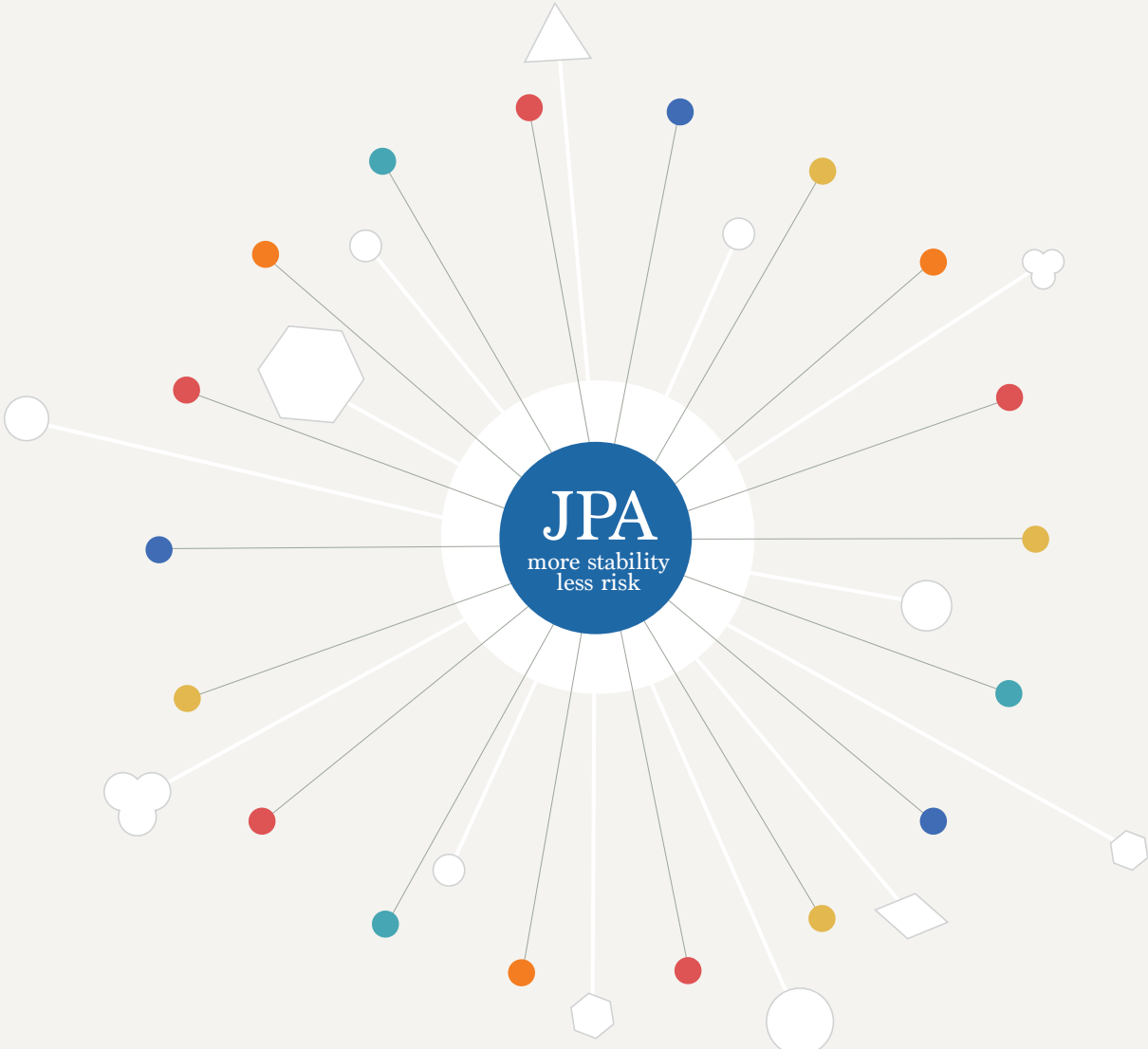
HOW

How are JPAs a safer choice? JPAs are subject to strict government and accounting standards and utilize the services of expert actuaries to predict and fund future claims costs. In addition, by only having to share risks with other, similar charter schools, CharterSAFE members don't have to worry about the impact of riskier operations like construction, commercial transportation or hospitals on their premium.

“

WHAT’S THE
DIFFERENCE
BETWEEN AN
INSURANCE
COMPANY
AND A JPA?

”



●●●●● JPAs: Safer, Similar Risks in Charter Pool ◻◻◻◻◻ Insurance: Riskier, Different Kinds of Organizations

What are the shared limits on coverage?

Peer members won't diminish your core coverages.

CharterSAFE provides a core liability, property and workers' compensation coverage program that covers the everyday risk of a charter school. What's more, CharterSAFE members have an additional coverage program for the unusual but ever-present risks that exist in operating schools that are typically excluded in traditional coverage but often too costly to purchase individually (e.g. pollution, cyber liability and terrorism). In our JPA, this kind of coverage is shared amongst the membership for both cost savings and available protection as needed.

How will using a JPA like CharterSAFE help my school?

- 1. Your school isn't impacted by other types of businesses.**
- 2. You get the hands-on customized services to keep your school safe.**

We're all familiar with the underlying relationship between insurance companies and policyholders (or customers). Customers pay premiums to the insurance company, from which it takes a profit and uses the rest to pay for claims from other policyholders. An insurance company could have all types of policyholders, some much riskier than others. That's not the case with a nonprofit JPA like CharterSAFE. Our membership is comprised only of California charter schools that share similar risks. We're safer, and our team's expertise in charter school needs allows us to customize our services to help our members operate safely.

Isn't it better to be in a larger pool of mixed organizations?

No. Membership in a smaller pool of similarly structured organizations is a safer bet.

A nonprofit JPA is a safer risk than a typical insurance company. However, not all JPAs are created equal. JPAs exist for various types of public entities such as school districts, cities, counties and more. Being in a JPA that serves various types of public entities is often riskier—pairing, for example, a school with a transportation department or hospital.

CharterSAFE's JPA membership base is comprised exclusively of California charter schools with a similar set of shared risks and everyday needs. Not only does this JPA structure make us a safer choice, but our customized programs and range of tailored offerings focus exclusively on meeting the distinct needs of members schools, especially as the charter school sector grows and changes.

This also means our team of experts are focused solely on charter schools in California, giving our members the attention, knowledge and responsiveness they deserve. There is no conflicting interest.

 Improper Storage Safety Consulting

No Gloves Workers' Compensation 

 Chemical Spill Risk Management



Risk Management

Liability and Property

Best practices in school safety—and adherence to those principles—is our top priority. At CharterSAFE, we understand the financial limitations faced by charter schools and provide our members with advice about cost-effective and reasonable solutions.

Top 10 Sources of Student Claims

- 1 Sexual abuse allegations
- 2 Slips, trips and falls *especially* restrooms/wet areas
- 3 Sports and physical education injuries
- 4 Bullying
- 5 Traffic management
- 6 Student-on-student assault
- 7 Eye injuries (*post-immediate medical attention*)
- 8 Science lab, shop class and art classes (*burns, cuts, etc.*)
- 9 Playground accidents
- 10 Amusement devices, including bounce houses/inflatables

Top 6 Property and Other Risks

- 1 Contractor and vendor issues
- 2 Parking lots (*vehicle damage and gates*)
- 3 Break-ins and thefts *especially* computer equipment
- 4 Failure to maintain trees
- 5 Faulty wiring and lack of electrical maintenance
- 6 Water damage

Risk Management Employees

Charter schools spend a large percentage of their budgets and resources on labor. Keeping your employees healthy and happy in the workplace helps retention and improves the classroom environment for students.

Top 10 Sources of Employee Injuries

- 1 Falling from chairs, tables and desks
- 2 Tripping over backpacks, desks, cords and uneven surfaces
- 3 Participating in sports or games with students
- 4 Mental stress
- 5 Effects of bullying within a hostile work environment
- 6 Cumulative trauma (*ergonomics-related*)
- 7 Strains associated with lifting and pulling
- 8 Assault by students, including bites
- 9 Dunk tanks (*they may sound fun, but people often get hurt*)
- 10 Staff retreats/disaster drills

Top 10 Charter School HR Issues

- 1 Recruiting and hiring the right candidates
- 2 Compliance with mandated training requirements
- 3 Up-to-date policies (*employee handbook*)
- 4 Workers' compensation issues
- 5 Preventing harassment, discrimination and/or retaliation claims
- 6 Understanding wage and hour requirements
- 7 Leave of Absence administration
- 8 Disciplinary termination procedures
- 9 Understanding at-will employment
- 10 Manpower (*having the staff to devote the time*)

Bullying Risk Management



Back Pain Workers' Compensation



Slips, Trips & Falls Safety Consulting



Stress Workers' Compensation



Volunteer Oversight Risk Management

Slips, Trips & Falls Safety Consulting





Claims Management Timely Reporting

It's not hard to imagine a scenario where a PE teacher falls during class or an on-duty recess monitor slips on playground ice. Let CharterSAFE's team of experts guide you through the claims process in the critical 24-hour period following an accident.

Top 10 Benefits of Immediate Incident Reporting

- 1 Timely delivery of medical treatment to those in need
- 2 Shorter periods of disability
- 3 Preservation of crucial evidence
- 4 Cessation of further property damage
- 5 Improving likelihood of at-fault party reimbursement
- 6 Diminished negative impact on future premiums
- 7 Reduced likelihood of attorney involvement
- 8 Mitigating threat of a lawsuit
- 9 Overall cost savings
- 10 Safeguarding school's reputation in community

5 Questions to Ask

Before Buying High-Quality Insurance

1 Types of Coverage

- What coverage exists for my Board of Directors?

Did you know: Some insurance providers erroneously provide School Board Legal Liability as a substitute for Director's and Officer's Liability. This poses a potential risk to Board Members who make some of the most important decisions for your school.

- What coverage do I need for students? For staff?
- What coverage do I need to protect my school's financial assets?

2 Coverage Limits and Deductibles

- Are the limits Authorizer-compliant?

3 Terms, Conditions and Exclusions

- What isn't included in my school's policy?

4 Stability and Track Record of Insurer

- How long has the insurer been writing charter school-specific insurance?
- How many other charter schools does the insurer work with?

5 Included Member Services

- What risk management and loss control services are offered?
- What are the cost implications of any additional services offered?

“

FOR EVERY 5
SAFETY ISSUES
YOU KNOW ABOUT,
THERE ARE 10
MORE YOU DON'T.
OUR JOB IS TO
KNOW WHAT
THOSE 10
ISSUES ARE.

” Your school is safe with us.



In 2018, our school was one of many devastated by historic California wildfires. CharterSAFE was an invaluable support system in our triaging and rebuilding efforts. The team was with us as we filed claims, addressed HR needs and as we ultimately reopened our doors to students, teachers and families. They're a true partner on a daily basis and especially during times of tremendous need. Now more than ever, the charter school community needs to stand together. CharterSAFE is here to serve as your partner.

*Casey Taylor, Executive Director
Achieve Charter School*





Protecting **Schools.**

Promoting **Safety.**

Customizing **Insurance.**

888.901.0004

chartersafe.org

info@chartersafe.org

CharterSAFEBE SAFE • FEEL SAFE
888.901.0004 // chartersafe.org

DRAFT 2025-2026 Insurance Program

Coverages

Limits

CORE LIABILITY PROGRAM—Coverage Limits: \$55,000,000 Per Member Aggregate

Director's & Officer's, Employment Practices and Fiduciary Liability

Director's & Officer's (D&O)

Employment Practices Liability (EPL)

Fiduciary Liability

Deductible: varies per member

Deductible: varies per member

Deductible: \$0

\$5,000,000 per claim/aggregate

\$5,000,000 per claim/aggregate

\$1,000,000 per claim/aggregate

General Liability

Deductible: \$2,500 per

occurrence for High-Risk Activities

\$5,000,000 per occurrence

Employee Benefits Liability

\$5,000,000 per occurrence

Educator's Legal Liability

IEP (Individualized Educational

Program) Defense Sublimit

Deductible: \$2,500 per occurrence

Deductible: \$7,500 per occurrence

\$5,000,000 per occurrence

\$50,000 per occurrence/aggregate sublimit

Sexual Abuse Liability

Deductible: varies*

\$5,000,000 per occurrence

Law Enforcement Activities Liability

\$5,000,000 per occurrence

Automobile

Includes autos scheduled with CharterSAFE, non-owned
autos and hired autos

• Auto Liability

• Auto Physical Damage

Deductible: \$500 per occurrence

for Hired Auto Physical Damage

\$5,000,000 per occurrence

\$1,000,000 per occurrence

Excess Liability - SELF

Applies to the Core Liability coverage areas excluding the
following: IEP Defense Sublimit, Auto Physical Damage, and
Fiduciary Liability\$50,000,000 per occurrence/claim and
member aggregate as outlined by the
SELF Memorandum of Coverage

Crime

Includes: Monies and Securities, Computer and Funds

Transfer Fraud, Forgery or Alteration, and Employee Dishonesty

Deductible: \$500 per occurrence**

\$1,000,000 per occurrence

Property

Valuation: Replacement Cost

Total Insured Value: (Building Value + Content Value + EDP)

• Builder's Risk, as scheduled with CharterSAFE for projects between
\$200,000 - \$10,000,000

• Business Interruption - \$10,000,000

• Extra Expense - \$5,000,000 per location, \$10,000,000 per occurrence

• Boiler and Machinery/Equipment Breakdown - As scheduled with
CharterSAFE subject to a maximum limit of \$100,000,000 per

Deductible: \$1,000 per occurrence

Water Damage Deductible: \$2,500

Wildfire Deductible: \$10,000

As scheduled with CharterSAFE subject to
a maximum limit of \$100,000,000 per
occurrence

Additional Program Coverages

Pollution Liability and First Party Remediation

Deductible: \$10,000 per occurrence

\$1,000,000 per pollution condition
\$5,000,000 aggregate for all CharterSAFE
members combined

Terrorism Liability

Deductible: \$0

\$5,000,000 per occurrence/aggregate for all
CharterSAFE members combined

Terrorism Property

Deductible: \$1,000 per occurrence

As scheduled with CharterSAFE subject to
the maximum limit of \$20,000,000 per
occurrence

Student Accident

Volunteer Accident

Deductible: \$2,500 per occurrence
for High-Risk Activities\$50,000 per claim
\$25,000 per claim

Cyber Liability

Deductible: Varies based on level

Level 1- \$10,000

Level 2- \$25,000

Level 3- \$50,000

\$1,000,000

Workers' Compensation

Workers' Compensation Employer's Liability

Statutory

\$5,000,000 per accident

\$5,000,000 per disease per employee

\$5,000,000 per disease policy limit

* Deductible: \$125,000 if parties involved did not complete the mandated training

** Employee Dishonesty deductible is subject to Named Member's claim experience beginning five years prior to the
inception of the period of coverage up to the date of loss

HUMAN RESOURCES CERTIFICATION

CharterSAFE
hr@chartersafe.org

The CharterSAFE Learning Center

As a valued member of CharterSAFE, you can offer your staff free professional development by allowing them to earn our Human Resources Certification.

Your staff will learn about California charter-specific HR best practices and can earn their CharterSAFE Human Resources Certification in less than one year. Our courses are offered online and your staff can take the courses at their own pace, at a time that is convenient for them.

After successful completion of 10 core and 2 elective courses, your staff will earn their CharterSAFE Human Resources Certification.

Protecting **Schools.**



Promoting **School Staff Education.**

Customizing **School Staff Learning.**

Core Courses

- HR 101** – Recruit, Hire & Onboard Charter School Employees
- HR 102** – Wage & Hour Compliance: Part 1
- HR 103** – Wage & Hour Compliance: Part 2
- HR 104** – Employee Relations – Performance Management
- HR 105** – Employee Relations-Disciplinary Actions
- HR 106** – Leaves, Disabilities & Reasonable Accommodation: Part1
- HR 107** – Leaves, Disabilities & Reasonable Accommodation: Part2
- HR 108** – Discrimination, Harassment & Retaliation
- HR 109** – Employee Investigations
- HR 110** – Termination and Resignations

Elective Courses

- HR 201** – Employee Handbook – Annual Review of CharterSAFE's Template 
- HR 203** – Unemployment Insurance
- HR 204** – Civility in the Workplace
- HR 209** – How to Prevent Employee Losses
- HR 210** – Monthly HR Activities At-A-Glance
- HR 212** – Forms, Resources and How to Guides 


More courses will be offered soon.



HUMAN RESOURCES CERTIFICATION

HR 101

Recruit, Hire & Onboard Charter School Employees

Finding and hiring the right people is often a challenge for charter schools. During our time together during this HR 101 course  we will review the hiring cycle of charter schools, the importance of an accurate job description, sources for recruiting, compliance with both federal and California laws, screening and engaging candidates, interview styles, and strategies for selecting and offering a position to your top candidate.

At the conclusion of this course we look at how to onboard your new hire to promote long term employee commitment and engagement. This course was updated in February and June 2023.

DURATION: 60 MINUTES

*** Please be advised the slide deck, the recording of this course, and certain material developed by CharterSAFE are copyrighted by CharterSAFE and are intended for the private use of our attendees. Any unauthorized use, including reproduction and distribution, without the expressed written consent of CharterSAFE is prohibited.*

Learning Outcomes:

- Describe the components and importance of an accurate job description
- Understand what being an Equal Opportunity Employer means in terms of both federal and state laws.
- Recognize the importance of a recruiting pipeline, and how to source candidates.
- Identify best practices for screening and disqualifying applicants
- Describe the difference between behavioral, structured, situational and hybrid interview techniques.
- Have knowledge of what steps are necessary to identify your top candidate and develop an offer letter.
- Understand the importance of a structured onboarding process to “set the stage” for a rewarding employer/employee relationship.

This course is free and available to CharterSAFE members. It offers over 70 handouts including Federal and State required forms, templates, CharterSAFE best practices, and resources.

SAMPLE

Coversheet

Financial Update

Section: VI. Information/Discussion Items
Item: B. Financial Update
Purpose:
Submitted by: Jessika Welcome
Related Material: OMI-May 29 BOD Financial Packet-JW-20250523.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

MAY 29, 2025





Contents

- **2024-25 Financial Update**

- Forecast Update
- Multi-Year Monthly Cash Balance

- **2025-26 Budget Update**

- FY26 State Budget: May Revise
- 2024-25 to 2025-26 Changes
- MYP

- **Exhibits**

- April Financials
- April Cash Flow
- MYP

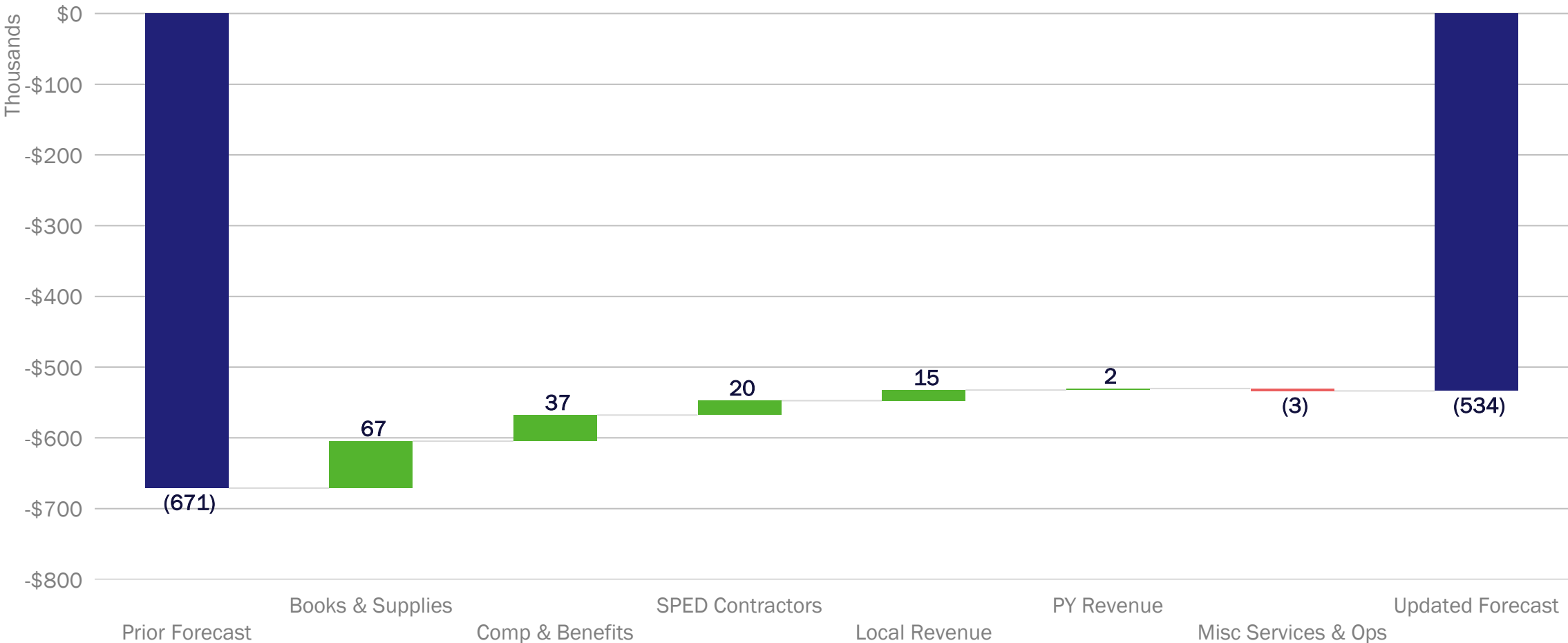
2024-25





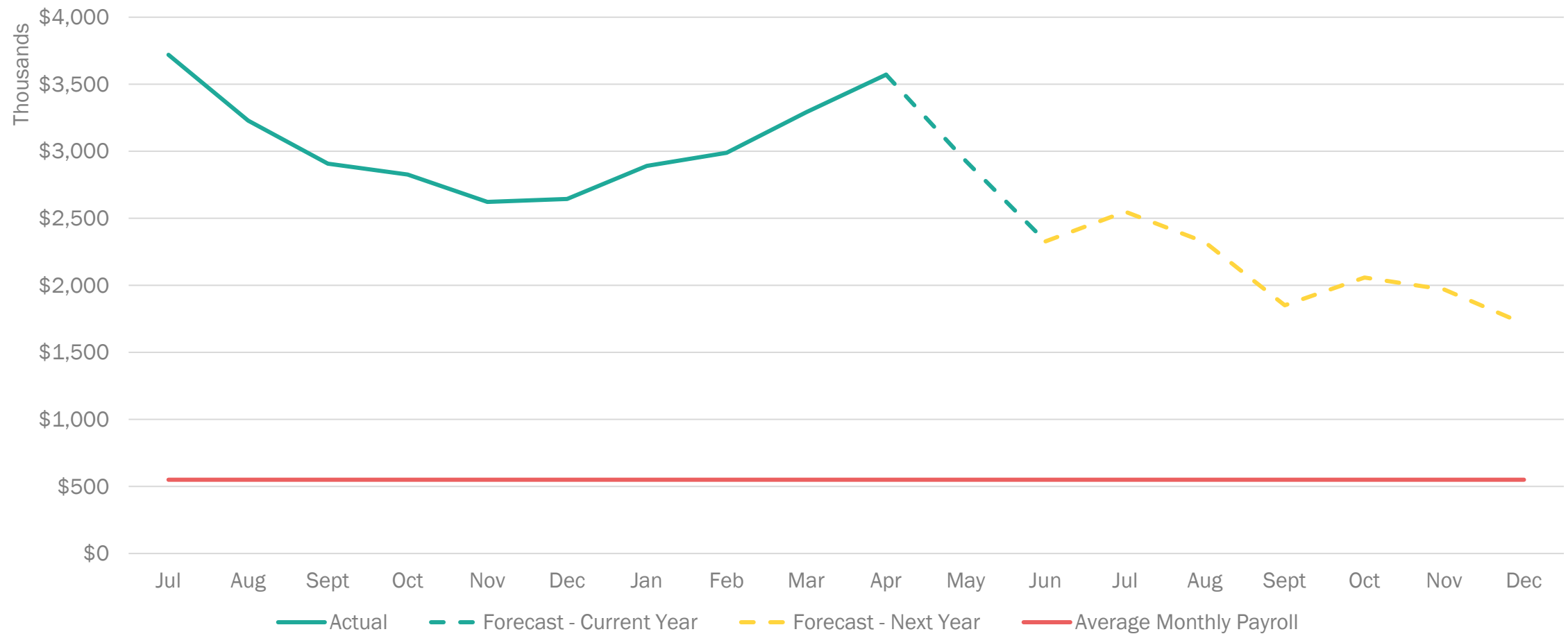
2024-25 Forecast Update

Forecast improves by \$137K as unspent funds are recaptured



Multi-Year Monthly Cash Balance

Cash solidly above payroll through end of calendar year; re-evaluate investments in the fall

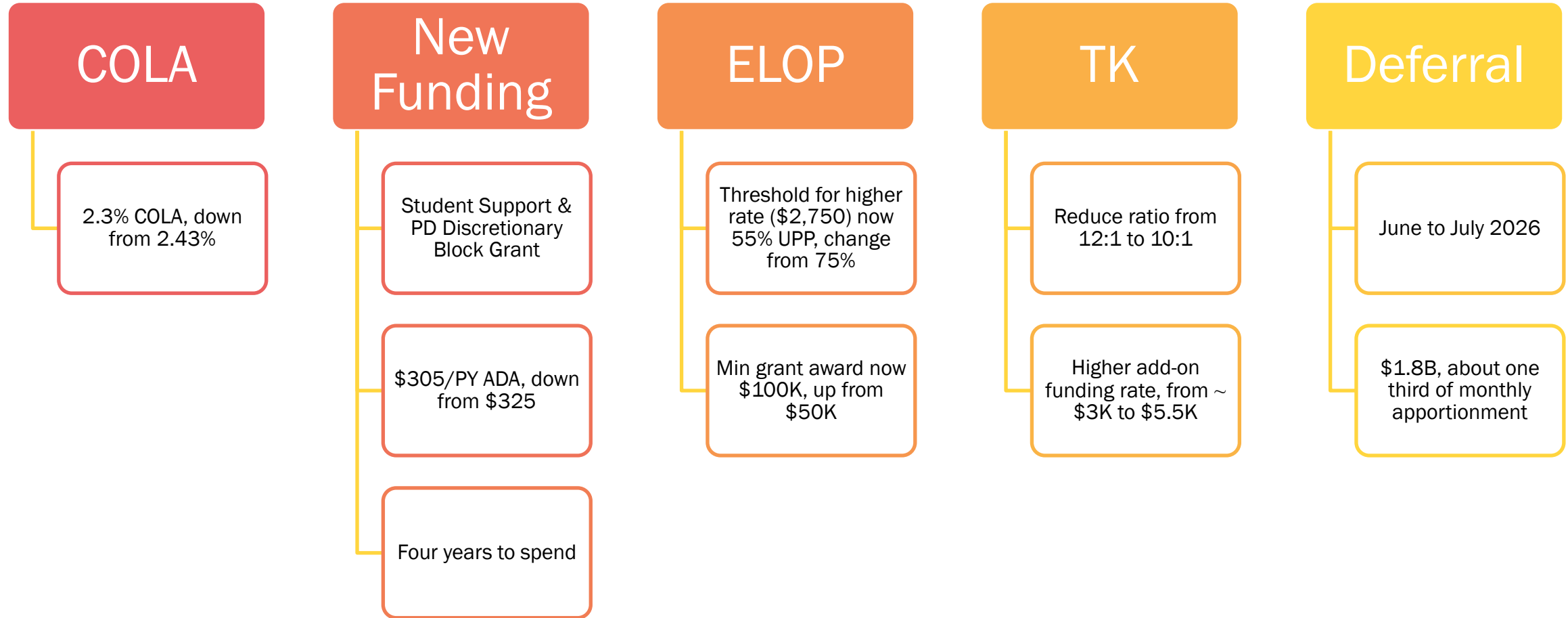


2025-26





FY26 State Budget: May Revise





2024-25 to 2025-26 Changes

ADA

- Enrollment: 480 → 500
- Attendance at 94%
- ADA increases +14.71

Revenue

- COLA is 2.3%
- Includes \$139K of one-time SSPDDBG funds
- \$150K additional fundraising

Payroll

- Reduction in FTE of ~6.0 FTE, mostly achieved through attrition
- Vertical travel (increase) for staff, but no changes to schedule
- **Addition of full-year tutoring support**

4000s & 5000s

- Minimal changes based on inflation or current year spending
- No major projects (i.e. kitchen upgrade)
- \$20K for charter renewal support

		2024-25	2025-26	2026-27	2027-28
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	7,066,797	7,515,493	7,739,880	8,004,284
	Federal Revenue	768,092	738,911	753,485	765,659
	Other State Revenues	2,335,857	1,997,182	1,856,752	1,600,997
	Local Revenues	263,073	263,073	193,073	193,073
	Fundraising and Grants	138,968	220,000	70,000	70,000
	Total Revenue	10,572,787	10,734,659	10,613,190	10,634,013
Expenses	Comp and Benefits	6,917,174	6,613,818	6,570,546	6,686,789
	Books and Supplies	777,097	839,297	851,967	1,125,416
	Services and Other Ops	2,896,372	2,664,045	2,564,871	2,568,776
	Depreciation	492,898	400,563	387,224	13,400
	Other Outflows	23,084	23,777	24,490	25,225
	Total Expenses	11,106,625	10,541,500	10,399,098	10,419,606
	Operating Income	(533,838)	193,159	214,092	214,407
	Beginning Balance (Audited)	12,215,929	11,682,091	11,875,250	12,089,342
	Operating Income	(533,838)	193,159	214,092	214,407
Ending Fund Balance (incl. Depreciation)		11,682,091	11,875,250	12,089,342	12,303,749
Ending Fund Balance as % of Expenses		105.18%	112.65%	116.25%	118.08%

Exhibits



Oakland Military Institute
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	Actual			YTD	Budget & Forecast						
	Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1	Current Forecast	% Current
								Current Forecast	vs. Current Forecast	Forecast Remaining	Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	542,093	643,089	783,080	5,382,297	7,477,940	7,066,797	7,066,797	-	(411,143)	1,684,500	76%
Federal Revenue	45,910	-	187,420	453,160	666,231	768,092	768,092	-	101,861	314,931	59%
Other State Revenues	278,751	196,025	232,980	1,221,701	1,497,539	2,333,639	2,335,857	2,218	838,318	1,114,156	52%
Local Revenues	1,766	19,246	53,537	160,425	227,344	183,612	263,073	79,461	35,729	102,648	61%
Fundraising and Grants	-	-	-	135,543	-	138,968	138,968	-	138,968	3,425	98%
Total Revenue	868,519	858,360	1,257,016	7,353,126	9,869,054	10,491,108	10,572,786	81,679	703,732	3,219,660	70%
Expenses											
Compensation and Benefits	571,396	602,973	579,732	5,939,594	7,003,334	6,904,356	6,917,174	(12,818)	86,159	977,581	86%
Books and Supplies	6,947	85,719	10,122	522,665	997,232	843,611	777,097	66,515	220,135	254,432	67%
Services and Other Operating Expenditures	151,205	309,050	164,755	2,121,284	2,440,747	2,898,353	2,896,372	1,981	(455,625)	775,088	73%
Depreciation	-	-	-	-	492,898	492,898	492,898	-	-	492,898	0%
Other Outflows & Amortization	2,424	4,612	19,367	26,404	23,084	23,084	23,084	-	-	(3,320)	114%
Total Expenses	731,972	1,002,354	773,976	8,609,946	10,957,295	11,162,303	11,106,625	55,678	(149,330)	2,496,679	78%
Net Income	136,547	(143,994)	483,040	(1,256,820)	(1,088,241)	(671,196)	(533,839)	137,357	554,402	722,982	
Fund Balance											
Beginning Balance (Unaudited)					12,213,381	12,213,381	12,213,381				
Audit Adjustment					-	2,548	2,548				
Net Income					(1,088,241)	(671,196)	(533,839)				
Ending Fund Balance					11,125,140	11,544,733	11,682,090				
Fund Balance as a % of Expenses					102%	103%	105%				

Oakland Military Institute
Income Statement
As of Apr FY2025

KEY ASSUMPTIONS

Enrollment Summary

4-6

7-8

9-12

Total Enrolled

ADA %

4-6

7-8

9-12

Average ADA %

ADA

4-6

7-8

9-12

Total ADA

Actual			YTD	Budget & Forecast						
Feb	Mar	Apr	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
				86	60	60	-	(26)		
				156	170	170	-	14		
				297	250	250	-	(47)		
				538	480	480	-	(58)		
				90.0%	95.4%	95.4%	0.0%	5.3%		
				90.0%	92.8%	92.8%	0.0%	2.7%		
				90.0%	96.2%	96.2%	0.0%	6.2%		
				90.0%	94.9%	94.9%	0.0%	4.9%		
				77.00	57.21	57.21	-	(19.79)		
				140.00	157.68	157.68	-	17.68		
				267.00	240.40	240.40	-	(26.60)		
				484.00	455.29	455.29	-	(28.71)		

Oakland Military Institute
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Actual				YTD	Budget & Forecast									
								Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent			
FebMarApr				Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast							
REVENUE														
LCFF Entitlement														
8011	Charter Schools General Purpose Entitlement - State Aid	403,695	375,927	375,928	3,218,883	3,898,744	4,288,091	4,288,091	-	389,347	1,069,208	75%		
8012	Education Protection Account Entitlement	-	-	273,571	758,332	1,835,489	998,290	998,290	-	(837,199)	239,958	76%		
8019	State Aid - Prior Years	327	-	-	3,323	-	3,323	3,323	-	3,323	-	100%		
8096	Charter Schools in Lieu of Property Taxes	138,071	267,162	133,581	1,401,759	1,743,707	1,777,092	1,777,092	-	33,386	375,333	79%		
SUBTOTAL - LCFF Entitlement				542,093	643,089	783,080	5,382,297	7,477,940	7,066,797	7,066,797	-	(411,143)	1,684,500	76%
Federal Revenue														
8181	Special Education - Entitlement	-	-	-	-	67,340	84,310	84,310	-	16,970	84,310	0%		
8220	Child Nutrition Programs	27,586	-	56,903	186,414	364,122	382,500	382,500	-	18,378	196,086	49%		
8291	Title I	-	-	124,065	200,198	182,566	212,139	212,139	-	29,573	11,941	94%		
8292	Title II	6,452	-	6,452	19,001	16,029	24,706	24,706	-	8,677	5,705	77%		
8293	Title III	6,610	-	-	13,220	27,031	26,441	26,441	-	(590)	13,221	50%		
8294	Title IV	5,262	-	-	8,236	9,143	11,905	11,905	-	2,762	3,669	69%		
8297	PY Federal - Not Accrued	-	-	-	26,091	-	26,091	26,091	-	26,091	-	100%		
SUBTOTAL - Federal Revenue				45,910	-	187,420	453,160	666,231	768,092	768,092	-	101,861	314,931	59%
Other State Revenue														
8319	Other State Apportionments - Prior Years	1	-	2,217	54,007	-	51,790	54,007	2,218	54,007	-	100%		
8381	Special Education - Entitlement (State	-	72,174	36,052	331,608	419,054	418,736	418,736	-	(318)	87,128	79%		
8382	Special Education Reimbursement (State	3,490	3,366	3,365	28,058	39,584	37,618	37,618	-	(1,966)	9,560	75%		
8520	Child Nutrition - State	12,487	-	25,746	84,348	171,085	173,400	173,400	-	2,315	89,052	49%		
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)	100%		
8560	State Lottery Revenue	-	-	37,820	67,546	142,450	134,000	134,000	-	(8,450)	66,454	50%		
8590	All Other State Revenue	240,000	97,712	-	347,712	203,097	894,017	894,017	-	690,920	546,305	39%		
8591	Prop 28 Arts & Music in Schools	8,055	8,056	8,056	65,338	104,461	108,513	108,513	-	4,052	43,175	60%		
8593	ELOP	14,718	14,717	14,717	119,375	117,483	215,241	215,241	-	97,758	95,866	55%		
8596	ASES	-	-	105,008	105,008	161,500	161,500	161,500	-	-	56,492	65%		
SUBTOTAL - Other State Revenue				278,751	196,025	232,980	1,221,701	1,497,539	2,333,639	2,335,857	2,218	838,318	1,114,156	52%
Local Revenue														
8660	Interest	1,231	1,196	1,266	25,680	12,106	40,000	40,000	-	27,894	14,320	64%		
8670	Student Activities	-	-	10,325	10,325	-	-	10,325	10,325	10,325	-	100%		
8699	All Other Local Revenue	535	18,050	1,559	84,032	152,126	80,500	85,000	4,500	(67,126)	968	99%		
8703	Measure G1	-	-	-	-	63,112	63,112	127,748	64,636	64,636	127,748	0%		
8999	Uncategorized Revenue	-	-	40,388	40,388	-	-	-	-	-	(40,388)			
SUBTOTAL - Local Revenue				1,766	19,246	53,537	160,425	227,344	183,612	263,073	79,461	35,729	102,648	61%
Fundraising and Grants														
8803	Fundraising	-	-	-	135,543	-	138,968	138,968	-	138,968	3,425	98%		
SUBTOTAL - Fundraising and Grants				-	-	-	135,543	-	138,968	138,968	-	138,968	3,425	98%
TOTAL REVENUE				868,519	858,360	1,257,016	7,353,126	9,869,054	10,491,108	10,572,786	81,679	703,732	3,219,660	70%

Oakland Military Institute
Income Statement
As of Apr FY2025

Actual					YTD	Budget & Forecast							
									Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
Feb					Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast			
EXPENSES													
Compensation & Benefits													
Certificated Salaries													
1100	Teachers Salaries	245,331	238,928	228,614	2,276,663	3,035,509	2,581,365	2,658,074	(76,709)	377,435	381,410	86%	
1103	Teacher - Substitute Pay	25,882	33,954	23,580	215,877	-	249,450	236,561	12,889	(236,561)	20,684	91%	
1200	Certificated Pupil Support Salaries	28,057	25,707	25,557	240,821	289,317	284,311	284,368	(57)	4,949	43,547	85%	
1300	Certificated Supervisor & Administrator Salaries	52,828	48,694	48,694	522,613	556,345	612,844	618,848	(6,004)	(62,503)	96,235	84%	
SUBTOTAL - Certificated Salaries		352,098	347,283	326,445	3,255,975	3,881,171	3,727,970	3,797,850	(69,881)	83,321	541,876	86%	
Classified Salaries													
2100	Classified Instructional Aide Salaries	8,354	10,032	8,794	98,952	138,801	147,185	138,511	8,675	290	39,558	71%	
2200	Classified Support Salaries	25,654	25,250	27,382	252,098	437,854	300,710	293,906	6,804	143,948	41,808	86%	
2300	Classified Supervisor & Administrator Salaries	39,474	22,548	22,548	333,622	190,355	369,690	369,166	524	(178,811)	35,544	90%	
2400	Classified Clerical & Office Salaries	27,397	25,710	28,421	261,474	313,720	329,854	321,326	8,528	(7,606)	59,851	81%	
2900	Classified Other Salaries	15,407	13,149	10,898	66,826	13,500	54,240	66,828	(12,588)	(53,328)	3	100%	
SUBTOTAL - Classified Salaries		116,287	96,689	98,042	1,012,972	1,094,230	1,201,679	1,189,737	11,942	(95,507)	176,765	85%	
Employee Benefits													
3100	STRS	60,617	58,866	56,221	586,219	683,512	655,623	656,894	(1,271)	26,618	70,675	89%	
3200	PERS	28,271	25,636	25,887	277,908	351,137	341,910	340,930	980	10,207	63,022	82%	
3300	OASDI-Medicare-Alternative	14,367	14,210	13,760	133,063	160,537	164,298	168,318	(4,020)	(7,781)	35,255	79%	
3400	Health & Welfare Benefits	(7,237)	55,495	55,154	601,142	733,309	732,120	682,120	50,000	51,189	80,978	88%	
3500	Unemployment Insurance	3,378	1,180	610	31,729	44,033	29,981	29,954	27	14,079	(1,775)	106%	
3600	Workers Comp Insurance	3,614	3,614	3,614	40,586	55,405	50,775	51,372	(597)	4,033	10,786	79%	
SUBTOTAL - Employee Benefits		103,010	159,001	155,245	1,670,647	2,027,933	1,974,708	1,929,587	45,120	98,346	258,940	87%	
Books & Supplies													
4100	Approved Textbooks & Core Curricula Materials	-	-	-	-	39,714	-	-	-	39,714	-		
4200	Books & Other Reference Materials	-	-	-	3,566	-	19,714	10,000	9,714	(10,000)	6,434	36%	
4320	Educational Software	-	36	3,528	33,932	-	32,859	34,842	(1,983)	(34,842)	910	97%	
4325	Instructional Materials & Supplies	1,516	73	5,797	26,389	400,243	75,939	52,155	23,784	348,089	25,766	51%	
4330	Office Supplies	94	1,159	57	11,038	-	25,000	20,000	5,000	(20,000)	8,962	55%	
4410	Classroom Furniture, Equipment & Supplies	-	-	-	7,656	26,000	20,000	15,000	5,000	11,000	7,344	51%	
4420	Computers: individual items less than \$5k	2,575	-	-	81,678	-	109,400	89,400	20,000	(89,400)	7,722	91%	
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	5,329	-	18,000	18,000	-	(18,000)	12,671	30%	
4710	Student Food Services	-	81,900	-	335,960	531,275	510,000	510,000	-	21,275	174,040	66%	
4720	Other Food	2,761	2,551	738	17,116	-	32,700	27,700	5,000	(27,700)	10,584	62%	
SUBTOTAL - Books and Supplies		6,947	85,719	10,122	522,665	997,232	843,611	777,097	66,515	220,135	254,432	67%	
Services & Other Operating Expenses													
5100	Subagreements for Services	26,378	44,826	2,595	120,699	290,000	239,835	176,900	62,935	113,100	56,201	68%	
5200	Travel & Conferences	-	146	230	22,371	63,363	24,117	24,117	-	39,246	1,746	93%	
5300	Dues & Memberships	202	202	522	18,091	-	20,120	20,239	(119)	(20,239)	2,148	89%	
5305	Dues & Membership - Professional	-	-	-	-	13,930	-	-	-	13,930	-		
5400	Insurance	10,569	5,645	5,645	119,921	126,379	124,897	124,897	-	1,482	4,976	96%	
5515	Janitorial, Gardening Services & Supplies	-	21,770	10,885	121,815	426,803	143,585	143,585	-	283,218	21,770	85%	
5520	Security	2,149	9,412	9,375	72,701	-	78,316	78,316	-	(78,316)	5,614	93%	
5535	Utilities - All Utilities	5,911	36,967	15,011	152,004	-	224,636	224,636	-	(224,636)	72,632	68%	
5605	Equipment Leases	1,088	1,087	1,175	13,548	-	17,057	17,057	-	(17,057)	3,509	79%	

Oakland Military Institute
Income Statement
As of Apr FY2025

		Actual			YTD	Budget & Forecast						
								Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
		Feb	Mar	Apr	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast				
5610	Rent	13,827	13,827	13,827	138,275	298,000	160,000	160,000	-	138,000	21,725	86%
5611	Prop 39 Related Costs	-	32,500	-	130,000	-	138,000	138,000	-	(138,000)	8,000	94%
5615	Repairs and Maintenance - Building	2,842	5,440	13,321	66,069	107,000	327,281	327,281	-	(220,281)	261,212	20%
5618	Repairs & Maintenance - Auto	182	-	-	3,711	-	10,000	10,000	-	(10,000)	6,289	37%
5803	Accounting Fees	-	5,500	10,622	28,854	30,250	30,250	30,250	-	-	1,396	95%
5809	Banking Fees	10	10	10	913	-	1,500	1,500	-	(1,500)	587	61%
5812	Business Services	16,417	16,417	16,417	172,247	-	205,000	205,000	-	(205,000)	32,753	84%
5815	Consultants - Instructional	-	-	1,150	158,813	82,585	165,694	165,694	-	(83,109)	6,881	96%
5820	Consultants - Non Instructional - Custom 1	28,961	28,362	1,650	102,500	336,699	146,809	146,809	-	189,890	44,309	70%
5824	District Oversight Fees	-	-	-	49,734	74,779	70,668	70,668	-	4,111	20,934	70%
5830	Field Trips Expenses	-	-	5,315	14,969	15,000	30,000	30,000	-	(15,000)	15,031	50%
5833	Fines and Penalties	-	-	-	867	-	1,000	1,001	(1)	(1,001)	134	87%
5836	Fingerprinting	79	82	79	2,284	-	3,605	3,605	-	(3,605)	1,321	63%
5845	Legal Fees	5,415	3,751	4,717	78,886	126,175	126,175	126,175	-	-	47,289	63%
5851	Marketing and Student Recruiting	4,665	3,276	-	32,261	15,000	39,000	39,000	-	(24,000)	6,739	83%
5857	Payroll Fees	1,308	636	616	7,683	-	10,000	10,000	-	(10,000)	2,317	77%
5861	Prior Yr Exp (not accrued)	-	-	2,192	64,969	-	62,777	64,969	(2,192)	(64,969)	-	100%
5863	Professional Development	6,500	4,777	-	31,567	15,000	50,810	45,810	5,000	(30,810)	14,243	69%
5869	Special Education Contract Instructors	-	32,072	15,805	111,277	75,000	110,000	152,500	(42,500)	(77,500)	41,223	73%
5872	Special Education Encroachment	-	-	-	2,684	-	15,165	15,165	-	(15,165)	12,481	18%
5874	Sports	1,156	3,101	726	23,649	20,000	27,750	27,750	-	(7,750)	4,101	85%
5877	Student Activities	-	-	6,488	6,638	17,719	17,719	17,719	-	-	11,081	37%
5878	Student Assessment	2,266	-	600	2,866	5,384	5,384	5,384	-	-	2,518	53%
5880	Student Health Services	-	3,938	-	3,938	-	7,500	7,500	-	(7,500)	3,563	53%
5881	Student Information System	875	875	875	17,910	10,220	23,694	23,694	-	(13,474)	5,784	76%
5884	Substitutes	9,404	11,080	15,804	47,607	15,000	45,000	60,000	(15,000)	(45,000)	12,393	79%
5887	Technology Services	1,100	10,535	1,690	43,517	156,908	54,219	54,219	-	102,689	10,702	80%
5893	Transportation - Student	3,249	1,462	1,410	15,461	11,500	15,000	18,000	(3,000)	(6,500)	2,539	86%
5899	Miscellaneous Operating Expenses	390	156	282	20,280	-	20,000	23,142	(3,142)	(23,142)	2,862	88%
5900	Communications	6,248	9,948	4,929	94,818	108,053	99,590	99,590	-	8,463	4,772	95%
5915	Postage and Delivery	15	1,249	791	4,888	-	6,200	6,200	-	(6,200)	1,312	79%
SUBTOTAL - Services & Other Operating Exp.		151,205	309,050	164,755	2,121,284	2,440,747	2,898,353	2,896,372	1,981	(455,625)	775,088	73%
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	2,424	4,612	19,367	26,404	-	-	-	-	-	(26,404)	
SUBTOTAL - Other Outflows & Amortization		2,424	4,612	19,367	26,404	23,084	23,084	23,084	-	-	(3,320)	114%
TOTAL EXPENSES		731,972	1,002,354	773,976	8,609,946	10,957,295	11,162,303	11,106,625	55,678	(149,330)	2,496,679	78%

Oakland Military Institute
Monthly Cash Forecast
As of Apr FY2025

	2024-25													
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	2,164,624	3,719,595	3,228,465	2,908,183	2,825,759	2,622,294	2,644,844	2,890,603	2,988,627	3,292,186	3,571,476	2,928,191		
REVENUE														
LCFF Entitlement	2,996	327,830	431,383	784,147	403,695	679,837	784,147	542,093	643,089	783,080	392,084	459,605	7,066,797	832,811
Federal Revenue	-	-	1,791	195	-	96,433	121,412	45,910	-	187,420	46,143	38,250	768,092	230,538
Other State Revenue	52,788	34,790	53,106	38,328	62,622	92,270	180,041	278,751	196,025	232,980	263,316	508,539	2,335,857	342,301
Other Local Revenue	30,607	4,808	3,720	9,040	9,657	24,373	3,670	1,766	19,246	53,537	(37,966)	12,866	263,073	127,748
Fundraising & Grants	-	165	3,946	18,968	111,820	145	500	-	-	-	11,581	11,581	138,968	(19,736)
TOTAL REVENUE	86,390	367,593	493,946	850,678	587,794	893,058	1,089,770	868,519	858,360	1,257,016	675,158	1,030,840	10,572,786	1,513,662
EXPENSES														
Certificated Salaries	33,509	355,849	360,756	371,452	361,202	397,729	349,652	352,098	347,283	326,445	375,549	109,891	3,797,850	56,436
Classified Salaries	62,362	99,589	106,469	110,921	106,828	116,265	99,521	116,287	96,689	98,042	101,388	75,376	1,189,737	-
Employee Benefits	174,775	215,545	111,713	182,338	154,136	176,137	238,747	103,010	159,001	155,245	207,704	47,395	1,929,587	3,841
Books & Supplies	91,631	40,756	58,723	51,662	3,603	2,091	171,410	6,947	85,719	10,122	84,716	84,716	777,097	85,000
Services & Other Operating Expenses	287,320	217,594	254,549	246,439	137,410	191,034	161,928	151,205	309,050	164,755	387,044	432,860	2,896,372	(44,817)
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	451,823	41,075	492,898	-
Other Outflows	-	-	-	-	-	-	-	2,424	4,612	19,367	(6,391)	1,771	23,084	1,300
TOTAL EXPENSES	649,598	929,333	892,210	962,813	763,179	883,256	1,021,257	731,972	1,002,354	773,976	1,601,834	793,085	11,106,625	101,760
Operating Cash Inflow (Outflow)	(563,207)	(561,739)	(398,264)	(112,135)	(175,384)	9,802	68,514	136,547	(143,994)	483,040	(926,675)	237,755	(533,839)	1,411,902
Accounts Receivable	1,530,268	-	46,638	161,243	-	15,628	85,303	28,349	4,962	6,742	(45,444)	-		
Other Current Assets	1,125,879	-	-	-	-	-	-	-	-	(13,640)	-	-		
Fixed Assets	-	-	-	-	-	-	-	-	-	-	451,823	41,075		
Accounts Payable	54,469	1,587	(56,462)	31,651	(26,138)	(4,613)	95,742	(67,508)	119,004	(113,321)	(38,467)	-		
Other Current Liabilities	(617,484)	69,022	87,806	(144,216)	(1,943)	1,732	(3,801)	637	(1,525)	(2,774)	(102,905)	-		
Deferred Revenue	25,046	-	-	(18,968)	-	-	-	-	325,112	-	(9,574)	(874,016)		
Loans Payable (Long-Term)	-	-	-	-	-	-	-	-	-	(80,756)	27,957	(4,848)		
Ending Cash	3,719,595	3,228,465	2,908,183	2,825,759	2,622,294	2,644,844	2,890,603	2,988,627	3,292,186	3,571,476	2,928,191	2,328,157		

Oakland Military Institute
Multi-year Projection
As of Apr FY2025

	Year 1	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27	2027-28
SUMMARY				
Revenue				
LCFF Entitlement	7,066,797	7,515,493	7,739,880	8,004,284
Federal Revenue	768,092	738,911	753,485	765,659
Other State Revenues	2,335,857	1,997,182	1,856,752	1,600,997
Local Revenues	263,073	263,073	193,073	193,073
Fundraising and Grants	138,968	220,000	70,000	70,000
Total Revenue	10,572,786	10,734,659	10,613,190	10,634,013
Expenses				
Compensation and Benefits	6,917,174	6,613,818	6,570,546	6,686,789
Books and Supplies	777,097	839,297	851,967	1,125,416
Services and Other Operating Expenditures	2,896,372	2,664,045	2,564,871	2,568,776
Depreciation	492,898	400,563	387,224	13,400
Other Outflows & Amortization	23,084	23,777	24,490	25,225
Total Expenses	11,106,625	10,541,499	10,399,097	10,419,605
Net Income	(533,839)	193,160	214,093	214,408
Fund Balance				
Beginning Balance (Unaudited)	12,213,381	11,682,090	11,875,251	12,089,344
Audit Adjustment	2,548			
Beginning Balance (Audited)	12,215,929	11,682,090	11,875,251	12,089,344
Net Income	(533,839)	193,160	214,093	214,408
Ending Fund Balance	11,682,090	11,875,251	12,089,344	12,303,752
Total Revenue Per ADA	23,222	22,840	22,581	22,626
Total Expenses Per ADA	24,395	22,429	22,126	22,169
Net Income Per ADA	(1,173)	411	456	456
Fund Balance as a % of Expenses	105%	113%	116%	118%

Oakland Military Institute
Multi-year Projection
As of Apr FY2025

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28
Key Assumptions				
Enrollment Breakdown				
6	60	70	70	70
7	88	70	70	70
8	82	85	85	85
9	76	80	80	80
10	64	77	77	77
11	56	64	64	64
12	54	54	54	54
Total Enrolled	480	500	500	500
ADA %				
4-6	95.4%	94.0%	94.0%	94.0%
7-8	92.8%	94.0%	94.0%	94.0%
9-12	96.2%	94.0%	94.0%	94.0%
Average ADA %	94.9%	94.0%	94.0%	94.0%
ADA				
4-6	57	66	66	66
7-8	158	146	146	146
9-12	240	259	259	259
Total ADA	455	470	470	470

Oakland Military Institute
Multi-year Projection
As of Apr FY2025

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28
REVENUE				
LCFF Entitlement				
8011 Charter Schools General Purpose Entitlement - State Aid	4,288,091	4,682,515	4,876,748	5,105,973
8012 Education Protection Account Entitlement	998,290	998,470	1,028,623	1,063,802
8019 State Aid - Prior Years	3,323	-	-	-
8096 Charter Schools in Lieu of Property Taxes	1,777,092	1,834,509	1,834,509	1,834,509
SUBTOTAL - LCFF Entitlement	7,066,797	7,515,493	7,739,880	8,004,284
Federal Revenue				
8181 Special Education - Entitlement	84,310	69,745	72,500	72,500
8220 Child Nutrition Programs	382,500	393,975	405,794	417,968
8291 Title I	212,139	212,139	212,139	212,139
8292 Title II	24,706	24,706	24,706	24,706
8293 Title III	26,441	26,441	26,441	26,441
8294 Title IV	11,905	11,905	11,905	11,905
8297 PY Federal - Not Accrued	26,091	-	-	-
SUBTOTAL - Federal Revenue	768,092	738,911	753,485	765,659
Other State Revenue				
8319 Other State Apportionments - Prior Years	54,007	-	-	-
8381 Special Education - Entitlement (State	418,736	431,239	431,239	431,239
8382 Special Education Reimbursement (State	37,618	37,464	37,464	37,464
8520 Child Nutrition - State	173,400	178,602	183,960	189,479
8545 School Facilities Apportionments	120,124	120,124	120,124	120,124
8550 Mandated Cost Reimbursements	18,701	18,123	19,783	20,501
8560 State Lottery Revenue	134,000	134,015	134,015	134,015
8590 All Other State Revenue	894,017	688,624	511,576	250,000
8591 Prop 28 Arts & Music in Schools	108,513	86,715	90,147	90,147
8593 ELOP	215,241	140,777	166,944	166,528
8596 ASSES	161,500	161,500	161,500	161,500
SUBTOTAL - Other State Revenue	2,335,857	1,997,182	1,856,752	1,600,997
Local Revenue				
8660 Interest	40,000	40,000	40,000	40,000
8670 Student Activities	10,325	10,325	10,325	10,325
8699 All Other Local Revenue	85,000	85,000	15,000	15,000
8703 Measure G1	127,748	127,748	127,748	127,748
SUBTOTAL - Local Revenue	263,073	263,073	193,073	193,073
Fundraising and Grants				
8803 Fundraising	138,968	220,000	70,000	70,000
SUBTOTAL - Fundraising and Grants	138,968	220,000	70,000	70,000
TOTAL REVENUE	10,572,786	10,734,659	10,613,190	10,634,013

Oakland Military Institute
Multi-year Projection
As of Apr FY2025

		Year 1	Year 2	Year 3	Year 4
		2024-25	2025-26	2026-27	2027-28
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100	Teachers Salaries	2,658,074	2,548,513	2,567,503	2,596,799
1103	Teacher - Substitute Pay	236,561	277,552	277,552	277,552
1200	Certificated Pupil Support Salaries	284,368	195,612	207,208	204,365
1300	Certificated Supervisor & Administrator Salaries	618,848	741,007	745,607	745,637
SUBTOTAL - Certificated Salaries		3,797,850	3,762,685	3,797,870	3,824,353
Classified Salaries					
2100	Classified Instructional Aide Salaries	138,511	129,742	129,742	129,742
2200	Classified Support Salaries	293,906	275,096	276,698	278,399
2300	Classified Supervisor & Administrator Salaries	369,166	347,302	354,968	360,272
2400	Classified Clerical & Office Salaries	321,326	177,162	177,162	177,162
2900	Classified Other Salaries	66,828	144,000	-	-
SUBTOTAL - Classified Salaries		1,189,737	1,073,302	938,569	945,574
Employee Benefits					
3100	STRS	656,894	611,302	615,808	620,999
3200	PERS	340,930	339,180	345,931	358,628
3300	OASDI-Medicare-Alternative	168,318	171,520	162,442	163,319
3400	Health & Welfare Benefits	682,120	578,379	636,216	699,838
3500	Unemployment Insurance	29,954	24,255	21,609	21,609
3600	Workers Comp Insurance	51,372	53,196	52,101	52,469
SUBTOTAL - Employee Benefits		1,929,587	1,777,831	1,834,107	1,916,862
Books & Supplies					
4200	Books & Other Reference Materials	10,000	10,000	10,300	10,609
4320	Educational Software	34,842	59,154	60,929	310,647
4325	Instructional Materials & Supplies	52,155	50,000	51,500	53,045
4330	Office Supplies	20,000	20,600	21,218	21,855
4410	Classroom Furniture, Equipment & Supplies	15,000	27,450	15,764	16,237
4420	Computers: individual items less than \$5k	89,400	112,082	115,444	118,908
4430	Non Classroom Related Furniture, Equipment & Supplies	18,000	6,180	6,365	6,556
4710	Student Food Services	510,000	525,300	541,059	557,291
4720	Other Food	27,700	28,531	29,387	30,269
SUBTOTAL - Books and Supplies		777,097	839,297	851,967	1,125,416
Services & Other Operating Expenses					
5100	Subagreements for Services	176,900	150,000	154,500	159,135
5200	Travel & Conferences	24,117	24,395	26,000	26,780
5300	Dues & Memberships	20,239	19,043	19,615	20,203
5400	Insurance	124,897	128,644	132,504	136,479
5515	Janitorial, Gardening Services & Supplies	143,585	147,893	152,329	156,899
5520	Security	78,316	76,804	79,108	81,482
5535	Utilities - All Utilities	224,636	231,375	238,317	245,466
5605	Equipment Leases	17,057	17,568	18,095	18,638
5610	Rent	160,000	164,800	169,744	174,836
5611	Prop 39 Related Costs	138,000	142,140	146,404	150,796
5615	Repairs and Maintenance - Building	327,281	81,145	83,579	86,086
5618	Repairs & Maintenance - Auto	10,000	10,300	10,609	10,927
5803	Accounting Fees	30,250	31,158	32,092	33,055

Oakland Military Institute
Multi-year Projection
As of Apr FY2025

		Year 1	Year 2	Year 3	Year 4
		2024-25	2025-26	2026-27	2027-28
5809	Banking Fees	1,500	1,545	1,591	1,639
5812	Business Services	205,000	205,000	210,000	210,000
5815	Consultants - Instructional	165,694	169,000	174,070	179,292
5820	Consultants - Non Instructional - Custom 1	146,809	171,198	17,714	18,245
5824	District Oversight Fees	70,668	77,410	82,112	87,465
5830	Field Trips Expenses	30,000	30,900	31,827	32,782
5833	Fines and Penalties	1,001	1,031	1,062	1,094
5836	Fingerprinting	3,605	3,713	3,825	3,939
5845	Legal Fees	126,175	129,960	133,859	137,875
5851	Marketing and Student Recruiting	39,000	20,600	21,218	21,855
5857	Payroll Fees	10,000	10,300	10,609	10,927
5861	Prior Yr Exp (not accrued	64,969	-	-	-
5863	Professional Development	45,810	63,644	65,554	67,520
5869	Special Education Contract Instructors	152,500	157,075	161,787	166,641
5872	Special Education Encroachment	15,165	15,620	16,089	16,571
5874	Sports	27,750	25,000	25,750	26,523
5877	Student Activities	17,719	18,251	18,798	19,362
5878	Student Assessment	5,384	5,546	5,712	5,883
5880	Student Health Services	7,500	7,725	7,957	8,195
5881	Student Information System	23,694	10,000	10,300	10,609
5884	Substitutes	60,000	30,900	31,827	32,782
5887	Technology Services	54,219	133,022	114,434	48,236
5893	Transportation - Student	18,000	18,540	19,096	19,669
5899	Miscellaneous Operating Expenses	23,142	23,836	24,551	25,288
5900	Communications	99,590	102,578	105,655	108,825
5915	Postage and Delivery	6,200	6,386	6,578	6,775
	SUBTOTAL - Services & Other Operating Exp.	2,896,372	2,664,045	2,564,871	2,568,776
Depreciation Expense					
6900	Depreciation	492,898	400,563	387,224	13,400
	SUBTOTAL - Depreciation Expense	492,898	400,563	387,224	13,400
Other Outflows & Amortization					
7438	Debt Service - Interest	23,084	23,777	24,490	25,225
	SUBTOTAL - Other Outflows & Amortization	23,084	23,777	24,490	25,225
TOTAL EXPENSES		11,106,625	10,541,499	10,399,097	10,419,605

Coversheet

2025-2026 Local Control Accountability Plan

Section: VI. Information/Discussion Items
Item: C. 2025-2026 Local Control Accountability Plan
Purpose:
Submitted by: Mary Streshly
Related Material:

2025_Local_Control_and_Accountability_Plan.pdf

2025_Local_Indicator_Self-Reflection_24-25_Indicators_Oakland_Military_Institute_20250523.pdf
[2024-2025] LCAP Engagement Survey Results (Board Packet Ver.).pdf

BACKGROUND:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2025-2026 LCAP year must be posted as one document. Furthermore, the LCAP Local Indicators must be presented at the same meeting as the LCAP.

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

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

The LCAP serves the following purposes:

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

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

RECOMMENDATION:

It is the recommendation of Staff that the Board hear the budget presentation and any public comments during Public Hearing and seek any necessary clarifications on the Local Control Accountability Plan [LCAP] and budget narrative as it is presented, then provide the Superintendent and Staff any necessary feedback or direction during this first reading/public hearing in order that staff may bring our Local Control Accountability Plan on June 12, 2025 suitable for Board approval/adoption.



LCFF Budget Overview for Parents

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

CDS Code: 01612590130617

School Year: 2025-26

LEA contact information:

Dr. Mary E. Streshly

Superintendent

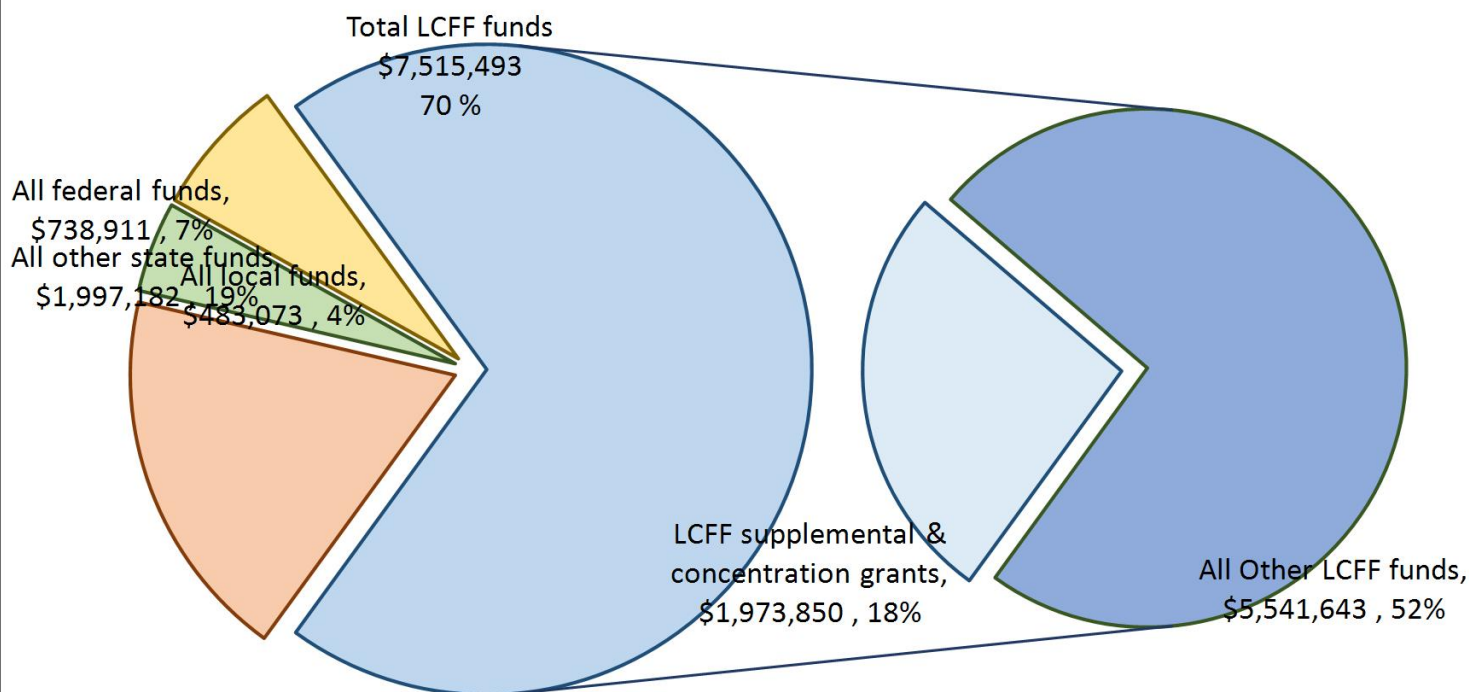
mstreshly@omiacademy.org

(510) 594-3900

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

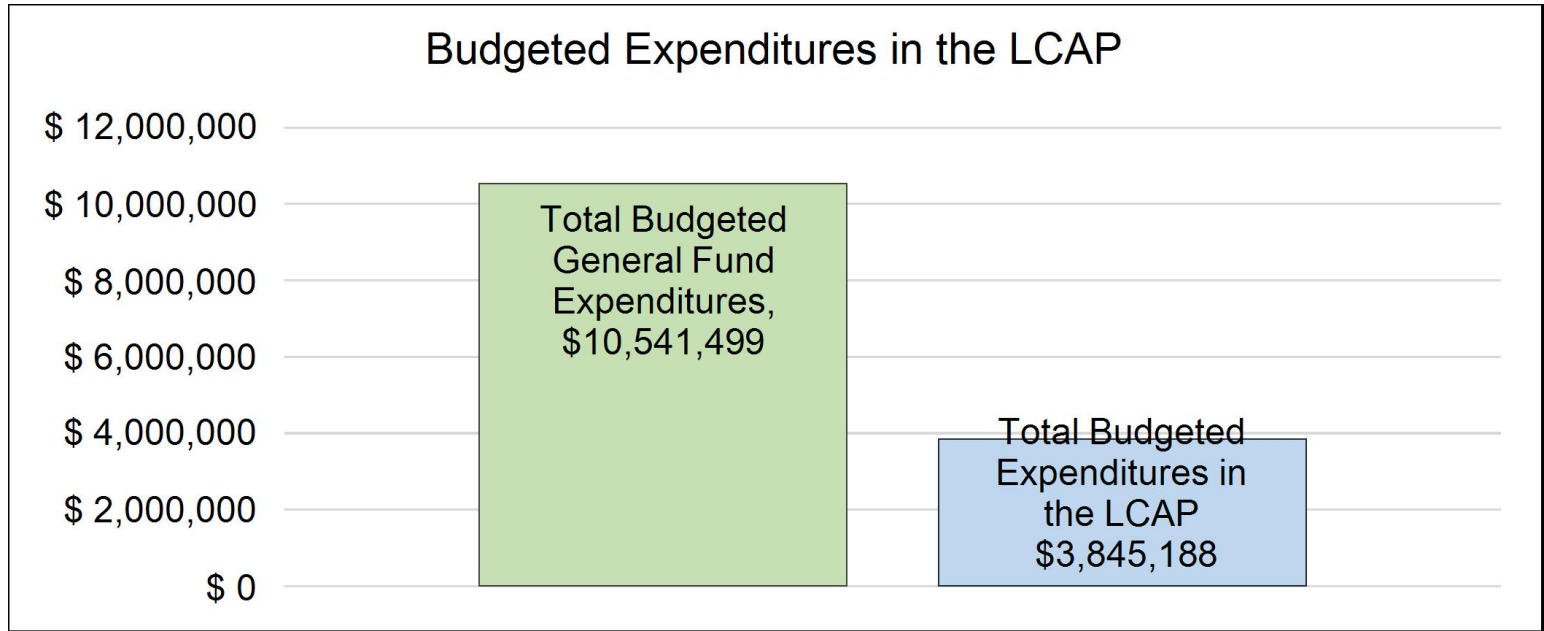


This chart shows the total general purpose revenue Oakland Military Institute College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Military Institute College Preparatory Academy is \$10,734,659, of which \$7515493 is Local Control Funding Formula (LCFF), \$1997182 is other state funds, \$483073 is local funds, and \$738911 is federal funds. Of the \$7515493 in LCFF Funds, \$1973850 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oakland Military Institute College Preparatory Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oakland Military Institute College Preparatory Academy plans to spend \$10,541,499 for the 2025-26 school year. Of that amount, \$3,845,188 is tied to actions/services in the LCAP and \$6,696,311 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- 1) basic core courses
- 2) basic facility costs.
- 3) security.
- 4) cadre management.
- 5) exec management

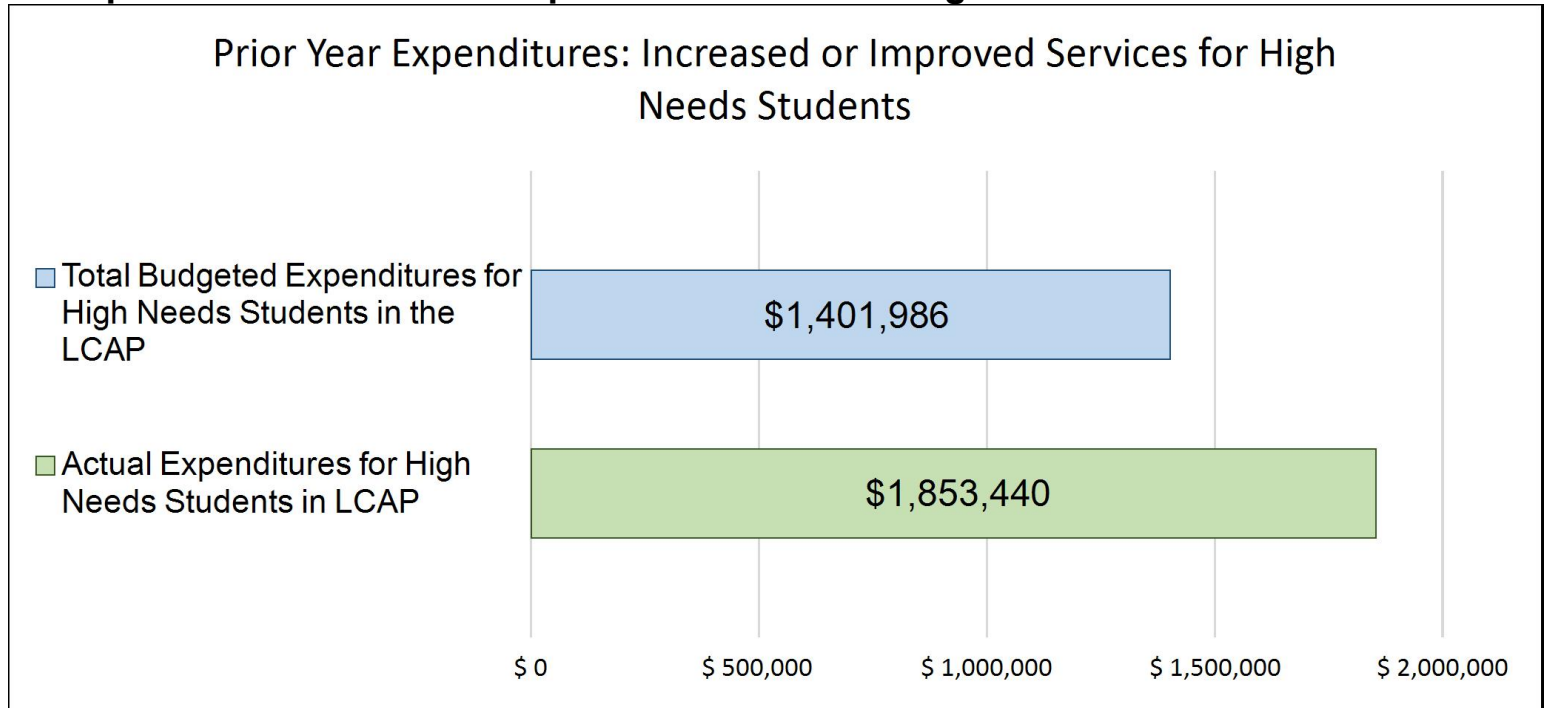
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Oakland Military Institute College Preparatory Academy is projecting it will receive \$1,973,850 based on the enrollment of foster youth, English learner, and low-income students. Oakland Military Institute College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Military Institute College Preparatory Academy plans to spend \$1,011,194 towards meeting this requirement, as described in the LCAP.

- 1) adding additional math tutors for full year.
- 2) maintaining class size reduction - intervention classes below 20-1.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Oakland Military Institute College Preparatory Academy's LCAP budgeted \$1401986 for planned actions to increase or improve services for high needs students. Oakland Military Institute College Preparatory Academy actually spent \$1853440 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$451,454 had the following impact on Oakland Military Institute College Preparatory Academy's ability to increase or improve services for high needs students:



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Military Institute College Preparatory Academy	Dr. Mary E. Streshly Superintendent	mstreshly@omiacademy.org (510) 594-3900

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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. Located in the heart of Oakland's transit center near the MacArthur BART station, OMI's leadership focused and military themed prep academy is comprised of a middle school and a high school serving grades 6-12. The OMI Board of Directors adopted a revised mission in school year (SY) 2019-2020 that re-emphasizes the core purpose of the school charter:

MISSION: The mission of the Oakland Military Institute College Preparatory Academy (OMI) is to prepare each of its cadets to qualify for, and succeed in, leading colleges and universities. OMI, through a traditional military school framework, instills honor, integrity and leadership. OMI's four (4) pillars are ACADEMICS, LEADERSHIP, CITIZENSHIP, and COLLEGE READINESS. The goal of OMI is to graduate cadets who are capable of meeting the admissions requirements for any college in the nation and who are prepared for their roles as future leaders.

OMI was renewed by its authorizer, the Oakland Unified School District (OUSD), in 2019 and the term has been extended through June 30, 2028). OMI is accredited by the Western Association of Schools and Colleges [WASC] and our accreditation term was renewed in 2023 for a full 6 year term through 2029.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

We have seen significant improvement in several of our CA Dashboard indicators, including
 Our graduation rate has increased from 89% to 96% [Yellow to Blue]
 Our college and Career Readiness Indicator has increased from 54% to 72% [medium to high]

Our Chronic absenteeism has decreased from 25% to 18% [Red to Yellow]. {**projecting 8.8% 2025}
 Our Average Daily Attendance has increased from 92% to 94%. {**projecting 9.5% 2025}
 Our suspension rate has decreased from 8.5% to 3% [Orange to Green]. {**projecting 2% 2025}
 Our English Learner Progress rate increased by 17% to 71% [Green to Blue]

Our CAASPP ELA Literacy rate has increased from 33% proficient to 44% [our high school making the strongest jump to 71% proficient]
 [Orange to Yellow]. ***2025 TBD

These success rates are attributed to intensive instructional coaching, adoption and implementation of CA Common Core instructional materials, initiation of intensive literacy intervention programs in reading and writing, adding designated ELD for all EL students, audits and process improvements to our student information system data collection, our induction program, change in leadership w increase in instructional leadership experience and expectations [w intensive middle school focus], middle school counseling focus and efforts to expand and capitalize on cadre leadership, expertise and integration in key areas of the campus.

Our local indicators also improved 100%. Two years ago, all local indicators showed "not met" and in 2023 all local indicators showed "met."
 Local Indicators include:

Teachers, Instructional Materials and Facilities
 Parent and Family Engagement
 Local Climate Survey

This was aided by a positive Williams Act Audit, a successful WASC accreditation visit and self-study and concerted initiatives to engage our cadets and families in Grizzly Nights, YCP, ASP, sports and extra curricular activities and with our teachers and staff through ASG outreach activities

Math continues to stubbornly be our hardest performance indicator to improve proficiency rates. However, the newly minted CA Growth Indicator and well as our Core Data Grow rates show optimism in their positive results.

Core Growth Rates [per OUSD MOU, we need to score above the 50% of average growth]

23-24 Math

Middle School = 51% - 1 point above average growth rate

High School = 96% - 46 points above average growth rate

23-24 ELA

Middle School = 78% - 28 points above average growth rate

High School = 100% - 50 points above average growth rate

CA Dashboard Growth Rates

ELA = 13 points above average growth rate

Math = 6 points below average growth rate

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Data from the LCAP annual mid term report and the CA Healthy Kids Survey Results were analyzed by our management team and Instructional Leadership Team and presented to our governing board in February 2025. In March - May of 2025, OMI used several avenues to gather input on the development of the 2025 LCAP. The activities and influence on the LCAP are described below:

In March, the LCAP Annual Update was completed with estimated actuals for budget development and the opportunity to reflect on the progress and efficacy of our program initiatives toward meeting our goals. This was an LCAP/budget committee comprised of the CF), the superintendent, the Director of Teaching and Learning, the assessment coordinator, the Instructional Leadership Team, our CFO and our Community Engagement Initiative cohort [CEI].

In April, the team developed an annual LCAP engagement survey for parents, cadets and staff and distributed it in a weekly staff newsletter, in Parent Square and provided time in a faculty meeting, cabinet meeting and Parent Grizzly Night [Site council & DELAC]. The input data from the survey input was used to develop draft goals, action items and smart goal data targets.

In May, the draft goals, key actions and measurable improvement targets were presented to the Site Council, Delac/Elac [thru Grizzly Night], The Instructional Leadership Team, the Management Team and the community engagement initiative [CEI] team.

Input provided influenced the following:

- 1) English Learner instruction: add IXL ELA and The Third Quest reading intervention [CORE Learning] to middle school, in addition to ELPAC interim assessments, training, more speaking, designated and integrated supports, add back bilingual aide
- 2) Add instructional planning time and teacher leader release in the master schedule where possible to increase leadership opportunities, continue writing program, academic support in ASP and peer tutors
- 3) Continue the successful middle school cadet led conferences 2 x's per year, calendar by grade of college experiences, integrated master calendar with cadre/ycp, more mental health provided [fingers crossed on community schools grant or other grant monies]
- 4) Consistent monthly parent and staff newsletter and add cadet recognition monthly to formation and monthly Grizzly Nights to increase participation and emphasize academic excellence

- 5) Add tech/stem elective wheel, grow sports and continue music in after school program at the middle school
- 5) Math: Continue building the math tutor cadre model [at minimum 1-2 per grade level to manage a case load of 15-20 cadets for small group intensive, push in class support and after school], formally mapping formative benchmarking, provide intensive 1-1 instructional coaching [and participate in Silicon Valley Math Initiative networking cohort], hire experienced math teachers, purchase IXL intervention curriculum
- 6) Continue to develop [ASG] leadership and facilitation for more productive and proactive cadet intervention, family engagement and cadet positive behavior and awards recognition program
- 7) Continue to refine and develop comprehensive student services center adjacent to wellness center to more effective collaboration in positive behavior intervention supports

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide high-quality classroom instruction.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

High quality instruction is the core of our mission and the key to a successful college preparatory education that meets the needs of all cadets. We are continuing this goal into our new 3-year LCAP cycle not only because of our core belief in the quality of instruction, but because the after effects of the pandemic continue to linger in the overall experience level and qualifications of our teaching staff. Significant staff turnover and shortages since 2020 have impacted the readiness of the majority of teachers. While we have made significant strides in recruiting highly qualified staff, stabilizing our core faculty and training up in key classroom management and student engagement strategies, we believe the focus of our resources should remain in this area of coaching and unit/lesson design.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual CAASPP Scores	CAASPP (2023) English Language Arts (ELA): Middle School = 30% met or exceeded standard High School = 71% met or exceeded standard Math	CAASPP (2024) English Language Arts (ELA): Middle School = 26% met or exceeded standard High School = 63% met or exceeded standard Math		CAASP (2026) English Language Arts (ELA): Middle School = 50% met or exceeded standard High School = 75% met or exceeded standard Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School = 17% met or exceeded standard High School = 14% met or exceeded standard	Middle School = 15% met or exceeded standard High School = 13% met or exceeded standard		Middle School = 35% met or exceeded standard High School = 40% met or exceeded standard	
1.2	Renaissance Star Reading and Math Assessment [RenStar]	Renstar (2024-1): meets/exceeds 12th grade: ELA 40%; 56% Math 11th grade: ELA 34%; 50% Math 10th grade: ELA 19%; 40% Math 9th grade: ELA 28%; 43% Math 8th grade: ELA 19%; 27% Math 7th grade: ELA 16%; 26% Math 6th grade: ELA 16%; 12% Math	Renstar (2025-1): meets/exceeds 12th grade: ELA 76%; 76% Math 11th grade: ELA 80%; 75% Math 10th grade: ELA 75%; 77% Math 9th grade: ELA 75%; 69% Math 8th grade: ELA 75%; 60% Math 7th grade: ELA 50%; 46% Math 6th grade: ELA 45%; 51% Math		Renstar (2026): meets/exceeds 12th grade: ELA 75%; 75% Math 11th grade: ELA 80%; 80% Math 10th grade: ELA 80%; 80% Math 9th grade: ELA 75%; 75% Math 8th grade: ELA 80%; 65% Math 7th grade: ELA 60%; 55% Math 6th grade: ELA 50%; 55% Math	
1.3	High School Graduation Rate	Graduation Rate (2023) 94%	Graduation Rate (2024) 96%		Graduation Rate (2026) 98%	
1.4	College/Career Indicator	College Career Indicator Rate (2023): 65%	College and Career Indicator (2024) 72%		College Career Indicator Rate (2026): 80%	
1.5	Core Growth Indicator	Core Growth Indicator (2023) MS ELA = 86%	Core Growth Indicator (2024) MS ELA = 78%		Core Growth Indicator (2026) MS ELA = 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HS ELA = 100% MS Math = 62% HS Math = 91%	HS ELA = 100% MS Math = 51% HS Math = 96%		HS ELA = 100% MS Math = 75% HS Math = 100%	
1.6	A-G Graduation Rate	A-G Graduation Rate (2023) 63%	A-G Graduation Rate (2024) 67%		A-G Graduation Rate (2026) 78%	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All planned actions were initiated and implemented. Our college writing program continues to deepen its impact on student performance with the leadership of our department chairs. ICA benchmark results show improved writing and analysis skills. Our reading program hit a road bump with the publisher changing platforms to a less desirable result from migration. Cadets also showed decreased engagement if they were placed in the program for multiple years. Therefore, we are changing the reading intervention for non-EL cadets to increase engagement. Biggest chance was adding math tutors mid-year. This endeavor showed success and increased cadet engagement, so we will be targeting tutors to be hired for the full year in 25-26 with the hope that we have enough eligible tutors to support. cadets at every grade level, approx 150 cadets.

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

No significant differences in budgeted amount and expenditures, mainly changes due to enrollment fluctuations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Our reading intervention class needed more small group instruction which either lowers class sizes [adding sections & staff] or necessitates adding more paraprofessionals/tutors to support the teachers with small table groups in the classroom

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

1. tutors for the full year [targeting 7- 10]
2. adding paraprofessionals to reading classrooms
3. joining Silicon Valley Math Initiative Network, trainings and coaching for full year

4. adding reading program recommended by CORE Learning coaches.
5. adding hands on STEAM elective to enable cadets to apply their math, science, tech, design, and creative problem solving skills

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Wide College Prep Writing Program 6th -12th [JSWP]	Year 3.5 of deep implementation of highly structured approach to SBAC writing types and early college proficiencies. The approach provides scaffolding for our English Learners, Special Needs and accelerated learners to access Argumentative, Literary Analysis, Explanatory/Synthesis and Narrative writing. JSWP trainers for prompt writing, style analysis, JET coaching and webinars for new hire training.	\$18,700.00	Yes
1.2	Instructional Coaching, Internship and Induction program	Highly qualified staff will be given a prep release and stipends for additional coaching time over caseload to coach induction candidates and staff identified as needing improvement in specific areas.	\$78,435.00	Yes
1.3	Structured Reading Intervention Program	Licenses and training for Read 180 for Special Education and below grade level readers; Achieve 3000 Reading Intervention for Juniors & HS ELD and IXL for middle school skill gaps and 3rd Quest for lowest readers.	\$110,015.00	Yes
1.4	Math coaching and professional development	OMI will team up with Silicon Valley Math Initiative to provide 1-1 math coaching, math lesson development, conference attendance and math teacher collaborative	\$25,706.00	Yes
1.5	5 extra days of instruction and 4 extra days of professional development		\$156,307.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	1-1 student laptop program w/ safety oversight program; classroom digital visuals [monitors]	1-1 laptop distribution allows for equal access to digital curriculum and digital learning. Digital platforms offer more personalized and interactive content as well as modes for teachers, students and parents to engage as they do with Google classroom and Aeries parent portal. Without the 1-1 cadet laptop program, equity issues would persist as technology access differs dramatically when cadets leave campus. Safety programs, such as Go Guardian and our technology use policies have also proven critical because access to unsafe content accompanies access to the internet.	\$97,250.00	Yes
1.7	Plan and Implement a Career Technical Education Pathway	Plan and Implement a Career Technical Education Pathways to enhance college and career readiness. Begin with middle school STEAM elective in grades 6-8 in 25-26 and computer science elective in high school. Plan for implementation of Golden State Pathways Grant in Computer Science, Climate Science and Data Science. To compliment both middle and high school CTE programs, plan in 25-26 for adding CTE modules to all military science courses grades 6-12.	\$166,895.00	Yes
1.8	Math Tutoring case management model	Individualized and small group intensive math instruction - push in, pull out, after school and Saturdays. Math intervention manager for each grade level.	\$150,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide English Learners with the required skills to met grade level standards/proficiency and/or standards for reclassification to fluent English Proficient	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

40% of OMI cadets are identified as English Learners in 2023 and approximately 25% are reclassified English Learners. This places the vast majority of OMI cadets as having a second language at home and likely needing language and literacy supports to achieve their full potential as college eligible and college ready cadets. In order to provide these supports, teachers require training in English Language Development and other language scaffolding strategies for all content areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELPAC Growth	70% making progress toward English Language proficiency (2023)	45% making progress toward English Language proficiency (2024)		85% making progress toward English Language proficiency (2026)	
2.2	Reclassification Rate	EL Reclassification Rate (2023-2024) 29.4%	EL Reclassification Rate (2024-2025) 15%		EL Reclassification Rate (2026) 45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	EL Proficiency Level - RenStar	RenSTAR (January 2024) EL 9-12 Grade level equivalency literacy - 5.2 EL 9-12 Math Grade level equivalency - 6.7	RenSTAR (January 2025) EL 9-12 Reading Grade level equivalency literacy - 6.26 EL 9-12 Math Grade level equivalency - 6.92		RenSTAR (January 2026) EL 9-12 Grade level equivalency literacy - 7.0 EL 9-12 Math Grade level equivalency - 8.0	
2.4	EL Meeting or exceeding standard on CAASPP	CAASPP EL's (2023) met/exceed EL's in Math: 10% EL's in ELA: 11%	CAASPP EL's (2024) met/exceed EL's in Math: 32% EL's in ELA: 13%		CAASPP EL's (2026) met/exceed EL's in Math: 35% EL's in ELA: 35%	
2.5	CLAD/BCLAD certification from Commission on Teacher Credentialing	(2022-2023) 83% of teachers have CLAD/BCLAD/ELA certification	(2023-2024) 83% of teachers have CLAD/BCLAD/ELA certification (2024/2025)		(2026) 95% of teachers have CLAD/BCLAD/ELA certification	

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Our continued implementation of System 44 and Achieve 3000 in designated ELD courses have provided necessary supports for our English Learners. Ensuring ELD courses are placed with our stronger instructional staff has been an important priority. We've experienced challenges with ensuring that we have enough bilingual staff and paraprofessionals to support our cadets and families. Our induction coach designed and facilitated 3 excellent staff trainings on the best instructional methodologies and theoretical frameworks for our English Learners both in ELD and integrated into the content area classes.

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

Additional costs came in the areas of ELPAC proctor pay and EL training series and additional System 44 licenses due to increased EL enrollment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Teachers expressed need for bilingual aide and Ed Specialist push in support in the classroom.

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

1. Approved hiring additional bilingual aide position
2. Prioritizing push in support to ELD class rooms
3. Adding IXL ELA to support ELs in mainstream classroom at the middle school level and adding Achieve 3000 intervention to the high school ELD classrooms.
4. Prioritizing hiring bilingual personnel

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Ensure all EL's have access to designated ELD courses and ELD curriculum	Continue academic success courses with English Language Development as the foundational curriculum for all English Learners at grades 6-12. Supplement Read 180 and System 44 program with structures writing program [JSWP], explicit vocabulary instruction and speaking and listening curriculum in the middle school and and supplement the ELD curriculum in grades 9-12 Achieve 3000 and middle school with IXL and #rd Quest reading intervention program	\$145,311.00	Yes
2.2	English Learner Instructional Methodologies for all staff	Hire onsite staff expert trained in EL Achieve & SDAIE methods to develop EL training series for teachers in all content areas to implement integrated ELD.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Hire additional bilingual paraprofessionals to support core and extended learning & translations services	Paraprofessionals will be training in reading intervention to small group instruction and pull out support	\$80,746.00	Yes
2.4	Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms	Due to Special education staff turn over rates coupled with a continued rise in cadets who qualify for special education, this special needs area continues to require increased supports, trainings and staffing incentives.	\$99,815.00	Yes
2.5	English Learner program oversight coordinator & assessment support	Teacher leader release to coordinate training, collaboration, materials and assessment	\$26,762.00	
2.6				Yes
2.46	Governor's Baccalaureate Diploma Pathway			Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase parent, cadet and staff engagement in school leadership, CA Cadet Core certifications and extra curricular experiences by nurturing a safe, welcoming and inclusive campus environment for all cadets, their families and OMI personnel.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a school of choice, the vigor and vitality of our program resides in cadets and families choosing OMI because it is an environment that they want to be in everyday because it is safe, welcoming and provides the best conditions for learning. The learning conditions in a diverse, urban school must include cultural competency and inclusiveness as social and emotional well being is foundational to academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Parent Survey LCAP	Spring 2024 Satisfied w/ instruction - 85.7% Safety of cadets - 85.6% Keeps parents well informed - 78.6% Satisfied w/ management of the school - 78.6 Satisfied w/ military program - 78.6%	Spring 2025 85% satisfied with the academic support and instruction 86% are satisfied with the military program 89% are satisfied with opportunities for cadets and parents to participate in school activities		Spring 2026 90% satisfied with the academic support and instruction 90% are satisfied with the military program 95% are satisfied with opportunities to participate in school activities and decision-making	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and decision-making 97% of families feel well-informed 84% are satisfied with how OMI manages its educational programs and services 90% feel the campus is safe		100% of families feel well-informed 90% are satisfied with how OMI manages its educational programs and services 100% feel the campus is safe	
3.2	CA Healthy Kids Survey - HKS	Fall 2023: Middle School Climate: Academic motivation: 64% Good attendance: 71% Meaningful Participation: 24% Safety: 54% Social Emotional Distress: 16% High School Climate: Academic motivation: 63% Good attendance: 82% Meaningful Participation: 29% Safety: 60% Social Emotional Distress: 16	Fall 2024: HKS survey - Parents 94% feel their cadets are motivated 90% feel school is responsive 95% feel school encourages participation 82% feel school actively seeks input 86% feel school is welcoming 100% feel they are treated with respect by school personnel 90% feel staff takes their concerns seriously		Fall 2025: HKS survey - Parents 100% feel their cadets are motivated 95% feel school is responsive 100% feel school encourages participation 90% feel school actively seeks input 95% feel school is welcoming 100% feel they are treated with respect by school personnel 90% feel staff takes their concerns seriously	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			100% feel school keeps them informed 77% feel teachers are clear about classroom expectations 47% attended a school event		100% feel school keeps them informed 87% feel teachers are clear about classroom expectations 60% attended a school event	
3.3	Annual Staff Survey LCAP	Spring 2024 Satisfactory instruction: 80% Campus is safe: 90% Staff kept informed: 80% Feel Supported: 90% Leadership is responsive: 90% satisfied w/ superintendent: 80%	Spring 2025 - Staff Satisfactory instruction: 82% Campus is safe: 90% Staff kept informed: 86% Feel Supported: 90% Leadership is responsive: 96% Satisfied w/ superintendent: 86% Satisfied w/ cadre leadership: 79%		Spring 2026 - Staff Satisfactory instruction: 90% Campus is safe: 100% Staff kept informed: 90% Feel Supported: 95% Leadership is responsive: 100% Satisfied w/ superintendent: 95% Satisfied w/ cadre leadership: 90%	
3.4	Parent and Cadet Engagement (committees, school events, parent meetings)	2024 % of OMI parents/guardians attending at least one committee mtg, OMI event or parent conference:	2025 # of OMI parents/guardians attending at least one committee mtg, OMI event or parent conference:		2026 75% of OMI parents/guardians attending at least one committee mtg, OMI event or parent conference:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Grizzly Nights: 59 + awards night 43% percent cadet and parent involvement including Welcome to School, Spring Fest, Fall Fest and Introduction</p> <p>114% cadets participated in extracurricular activities; 341 cadets semester one, 373 semester two</p>	<p>Grizzly Nights: 8 events [average 35] Coffee with Leadership: 5 events [average 10]</p> <p># cadets participated in extracurricular activities; TBD</p>		% cadets participated in extracurricular activities; 425 cadets semester one, 450 semester two	
3.5	Annual Attrition Rate	Annual Attrition Rate 2023-2024: 49 withdrawals; 9.4% attrition rate	Annual Attrition Rate 2024-2025: 25 withdrawals; 5.2% attrition rate		(2025-2026) Annual Attrition Rate: 3%	
3.6	Suspension/Expulsion/Dismissal Rate	(2023-2024) Suspensions: 8% Expulsion: 0 Dismissal Rate: 2	(2024-2025) Suspensions: 2% Expulsion: 0% Dismissal Rate: 0		(2025-2026) Suspensions: 1% Expulsion: 0 Dismissal Rate: 0	
3.7	Cadet Leadership/CACC Promotion Rate	Cadet Leadership/CACC Promotion Rate: 93% of cadets improved by one rank or more.	<p>Cadet Leadership/CACC Promotion Rate: TBD of cadets improved by one rank or more.</p> <p>% of seniors reaching rank of SGT: 100%</p>		<p>Cadet Leadership/CACC Promotion Rate: 98% of cadets improved by one rank or more.</p> <p>% of seniors reaching rank of SGT: 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Attendance Rate and Chronic Absenteeism Rate	Average Daily Attendance Rate (2023-2024): 92% Chronic Absenteeism Rate (2023-2024) MS + HS 21% MS only 18%	(2024-2025) Average Daily Attendance Rate (2024-2025): 95.5% Chronic Absenteeism Rate (2024-2025) MS + HS 8.8% MS only 7.3%		Average Daily Attendance Rate (2025-2026): 96% Chronic Truancy Rate (2025-2026) 6%:	
3.9	D/F rates by semester	MS Fall semester 2023 Grade Lv # of Students # Students w/ at least 1 F % 6th Grade 60 6 10.00% 7th Grade 85 21 24.71% 8th Grade 81 25 30.86% HS Fall Semester 2023 Grade # of Students # Students w/ at least 1 F % 9th Grade 78 20 25.64% 10th Grade 64 23 35.94% 11th Grade 57 27 47.37% 12th Grade 54 6 11.11%	Fall 2024 # of Students # Students w/ at least 1 F % MS 226 23% HS 252 29% Spring 2025 MS 218 19.7% HS 247 25%		MS Fall semester 2025 Grade Lv # of Students # Students w/ at least 1 F % HS Fall Semester 2025 Grade # of Students # Students w/ at least 1 F %	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Governor's Baccalaureate Diploma Data	<p># units by graduating class</p> <p>% of cadets receiving a C or better</p> <p># of cadets receiving GBD</p> <p>2023-2024 (232 class enrollments, earning 561 college credits)</p> <p>2024-2025 (350 class enrollments, projected to earn 706 college credits)</p>	<p>Fall 2024 Course</p> <p># Taking Class # Passed PASS RATE</p> <p>DE Business 10 46 44 95.65%</p> <p>DE COUN 57 22 20 91%</p> <p>DE Comm 20 12 12 100.00%</p> <p>DE Anthr I 56 53 94%</p> <p>DE ETHN 1 19 19 100.00%</p> <p>DE Psych 1A 16 15 93.75%</p> <p>DE Spanish 1A 21 21 100.00%</p> <p>DE COMP SCI 1 12 11 91.67%</p> <p># units class of 2025: (350 class enrollments, projected to earn 706 college credits) % cadets passing: 96% # of cadets receiving GBD: 10% # of cadets receiving college adv diploma: 23%</p>		<p>Fall 2025 Course</p> <p># Taking Class # Passed PASS RATE</p> <p>DE Business 10 46 44 95.65%</p> <p>DE COUN 57 22 20 91%</p> <p>DE Comm 20 12 12 100.00%</p> <p>DE Anthr I 56 53 94%</p> <p>DE ETHN 1 19 19 100.00%</p> <p>DE Psych 1A 16 15 93.75%</p> <p>DE Spanish 1A 21 21 100.00%</p> <p>DE COMP SCI 1 12 11 91.67%</p> <p># units class of 2026: % cadets passing: 96% # of cadets receiving GBD: 12 # of cadets receiving college adv diploma: 20</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All initiatives and targeted supports were pursued and implemented. Challenges surround consistency in ASG meeting times and roles

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1		As part of the continuous improvement process, Academic Support Groups [ASGs] will undergo an improvement review to implement upgrades for the 24-25 school year. The ASGs are foundational to our Multi-tier systems of support [MTSS] at OMI. ASGs are grade level teams composed of an interdisciplinary team of teachers and military TACs [Teach, advise, counsel] cadre members that meet bi-monthly to review cadet academic success data in order to proactively intervene and provide supports.	\$285,828.00	

Action #	Title	Description	Total Funds	Contributing
		Improvement areas for the coming year will include facilitation, outcome based agendas, leadership training, clarifying roles/responsibilities and mission and core deliverables.		
3.2	MTSS Continuous Improvement: Academic Support Group [ASG]	The Governor's Baccalaureate Diploma Pathway [Grizzly GBD] is an initiative launch in 2024 to engage parents and cadets in an opportunity to step beyond a rigorous college preparatory pathway and into an elite "college now" pathway to college acceleration. Though expanded partnerships with Peralta Community College District, OMI cadets can surpass simply using a high school gpa, A-g completion and AP classes to compete for college seats to accumulating transferable college units through our dual enrollment program offered on the OMI campus in order to enter college as a 2nd year student both saving money and showing college admissions that our cadets can successfully complete college level rigor.	\$254,227.00	No Yes
3.3	Community Engagement Initiative	OMI has joined the California Community Engagement Initiative to provide us with a statewide network of collaborators to bolster our parent outreach and engagement efforts	\$70,000.00	No Yes
3.4	Continued expansion and improvement of co-curricular & extra curricular activities	OMI is committed to continuing to enrich the cadet educational experience through the addition of an expansive variety of co-curricular activities at include: - After School Program, athletics, clubs, and field trips	\$986,928.00	Yes
3.5	Cadet and Staff Recognition and Positive Behavior Incentive Programs		\$50,000.00	No Yes
3.6	Expanded Learning & learning recovery Opportunities	OMI will invest in an expanded summer session, after school cadet success center, credit recovery sections, Saturday advancement and small group intensive learning environments	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	School safety and wellness	Campus security services will assist in maintaining an ideal learning environment that provides an emotionally safe place for learning.	\$143,308.00	Yes
3.8	Mental Health and Socio-emotional supports	Expand mental health supports with the use of counseling interns, group counseling, SEL push in curriculum in military science, social studies and ASP classrooms and partnership with Peer Health Exchange.	\$12,000.00	Yes
3.9	student services supports and chronic truancy initiative		\$67,070.00	Yes
3.10	Cadre community liaison & attendance support	cadre community liaison/attendance for parent engagement and outreach		Yes
3.11	Youth and Community Programs Partnership	Cadre support of Youth and Community Programs [YCP] activities, leadership programs, scholarship programs and promotion related activities.	\$685,656.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Frequent leadership turnover coupled with inexperience at many levels has caused instability and unsustainability of instructional initiatives and long term school improvement goals leading to low academic achievement in recent years, but with the recent efforts to focus on building a strong leadership team through training, mentoring and recruitment across both civilian and military contingents has begun to show positive impacts on student academic performance outcomes.

Effective Leadership accountability has proven to have a direct correlation to improved student achievement, our highest priority goal. A recent Wallace Report [2021] and the Learning Policy Institute affirms that effective school leaders have a pronounced, positive effect on the schools they lead. They contribute to important outcomes like student achievement, reduced absenteeism, and teacher retention. Mastery of organizational, people, and instructional skills underpins strong principal performance. They all come into play when principals carry out four key behaviors that the research points to:

- Focusing their work with teachers on instruction. This covers a range of activities, from coaching and evaluation to smart use of data to inform improvements. Some activities often considered important in principal work with teachers may, in fact, not be helpful. These include classroom walkthroughs, depending on how a principal uses them.
- Building a productive school climate
- Forging collaboration and professional learning among teachers and others
- Managing personnel and resources well.

These four key areas comprise the focus of this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Annual Staff LCAP Survey	*see goal 3 data				
4.2	Annual Parent/Guardian LCAP Survey	*see goal 3 data				
4.3	Tenure of management Team	Average Tenure of management				
4.4	Staff Retention average	Average Tenure of staff				

Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Civilian and Military Leadership Integration	Continue work to effectively integrate cadre and civilian leadership to overlap key operational roles by function. Integration efforts include overlapping responsibilities, cooperative staffing, long term initiative visioning focused on charter renewal, regular integrated cabinet meeting, regular integrated command check ins, regular integrated facilities and business operations meetings, regular integrated Instructional Leadership Team meetings and regular integrated ASG leadership. Key areas of shared leadership include business operations, cadet safety and supervision, grade level team [academic support groups] coordination, chronic truancy, cadet leadership and co-curricular activities.		No Yes
4.2	Leadership Training Opportunities	Training will be provided in the following areas and experiences: 1) CBO academy for business office 2) Back office transition training w/ EdTec and Paylocity. 3) AERIES and CALPADS training w/ EdTec and AERIES Con 4) Facilitated Team Building Leadership Retreat 5) Charter School Development Center Leadership Conference 6) SELPA training for Special Education team 7) YMC Legal Webinars in investigations, IEP compliance and other required trainings: Title IX, mandated reporting, sexual harassment, bloodborne pathogens, pesticide use	\$49,229.00	No
4.3	Shared and Distributed Leadership	Continue to build and support shared decision-making and advisory stakeholder groups including classified and certificated staff, cadets and parents/guardians and community partners. These distributed leadership opportunities will include the following: 1) Executive and Extended Cabinet 2) Instructional Leadership Team [proposed release time to expand administrative duties and where qualify combine teaching & administrative positions] 3) Superintendent's Cadet Leadership Advisory 4) Facility and Safety Committee 5) Early College Pathways Committee 6) ASG leadership Team [proposed] 7) District English Learner Advisory Committee 8) School Site Council 9) Athletic Booster Committee or Extra-curricular programs integrate ops team [proposed]	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1973850	\$209,904

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.618%	0.000%	\$0.00	35.618%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: School Wide College Prep Writing Program 6th -12th [JSWP]</p> <p>Need: Low proficiency levels in Literacy in ELs, Low Income and Special Ed across all grade levels</p> <p>Scope:</p>	The approach incorporates specially designed academic instruction to meet the needs of English Learners and provide entry points to rigorous college preparatory standards for struggling learners.	CAASPP, Renstar and ICA benchmark exams

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	<p>Action: Instructional Coaching, Internship and Induction program</p> <p>Need: We have new teachers requiring induction services to clear their credentials as well as both new and experienced teachers who require coaching in classroom management and strategies to support and engage special needs cadets and English Learners.</p> <p>Scope: LEA-wide</p>	Through teacher feedback, observation and research, teachers gain the most growth through peer mentorship as opposed to simply attending trainings.	Teacher induction surveys, Teacher annual surveys, evaluation observations
1.3	<p>Action: Structured Reading Intervention Program</p> <p>Need: Our English Learners have low reading proficiency levels and learning gaps persist into the middle school and high school level stemming from pandemic learning loss.</p> <p>Scope: LEA-wide</p>	Read 180/System 44 are research based literacy programs that are data show positive results in improving learning levels.	Read 180 growth reports, CAASPP and Renstar
1.4	<p>Action: Math coaching and professional development</p> <p>Need: Less than 15% of our unduplicated pupils meet or exceed standards in math</p>	Analysis of test results and researching skill gap programs will further progress towards making measureable headways in tackling our overwhelmingly poor achievement in math.	math diagnostics and regular benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	<p>Action: 5 extra days of instruction and 4 extra days of professional development</p> <p>Need: Our unduplicated students show learning loss that persists.</p> <p>Scope: LEA-wide</p>	Although charters are technically able to offer 175 days of instruction, the needs of our cadets are those that require as much continuity of instruction as possible. This effort is combined with extended day learning, extended summer learning and Saturday extended studies. Additionally, professional learning is fundamental to meeting our instructional goals. 4 days is the absolute minimum to sustain staff growth and cohesion.	professional development surveys, RenStar, CAST and CAASPP
1.6	<p>Action: 1-1 student laptop program w/ safety oversight program; classroom digital visuals [monitors]</p> <p>Need: Our unduplicated students need equity of access to digital platforms, digital curriculum and internet access.</p> <p>Scope: LEA-wide</p>	The vast majority of publishing companies have shifted to investing mainly in digital platforms for their textbooks and instructional ancillary materials. Furthermore, digital platforms offer more personalized and interactive content as well as modes for teachers, students and parents to engage as they do with Google classroom and Aeries parent portal. Without the 1-1 cadet laptop program, equity issues would persist as technology access differs dramatically when cadets leave campus. Safety programs, such as Go Guardian and our technology use policies have also proven critical because access to unsafe content accompanies access to the internet.	Go Guardian use reports, tech inventory and Williams report
1.7	<p>Action: Plan and Implement a Career Technical Education Pathway</p> <p>Need:</p>	With our Golden State Pathways Grant funds, we have garnered resources to pursue pathways that ready our cadets in the areas of computer science, climate science, data science and computer animated design/principles of engineering.	Course creation and course enrollment, industry partnership development, cadet course success rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	<p>Action: Math Tutoring case management model</p> <p>Need: Cadets with low literary and low math skills need individual tutoring and support to achieve passing grades and A-G completion and college eligibility at graduation.</p> <p>Scope: LEA-wide</p>	Cadets with low literary and low math skills need individual tutoring and support to achieve passing grades and A-G completion and college eligibility at graduation.	program attendance, grades, graduation and promotion rate
2.4	<p>Action: Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms</p> <p>Need: A high percentage of our special education population is dual identified low income, EL or Foster Youth which duplicates and compounds the variety of supports necessary to ensure both success and compliance.</p> <p>Scope: LEA-wide</p>	Training new faculty on how to implement appropriate accommodations in the classroom as well as training Ed Specialists on best practices to work with general education teachers will ensure appropriate IEP supports.	Failure Rates; Staff training surveys; classroom observations
2.6	Action:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need:</p> <p>Scope: LEA-wide</p>		
2.46	<p>Action: Governor's Baccalaureate Diploma Pathway</p> <p>Need: Research tells us that urban, low income students of color are vastly less likely to earn a college degree. Research has also shown that students that complete college classes while still in high school are both more likely to matriculate to college, but also successfully transfer to a 4 year and/or attain a degree.</p> <p>Scope: LEA-wide</p>	Dual Enrollment offers our cadets the ability to experience college classes with the following advantages: no cost, support for OMI teacher co-teaching/supporting achievement in the DE course, no need to travel or find time outside their regular academic day.	Dual Enrollment Pass Rates; Average # of units by graduating class; # of GBD's
3.2	<p>Action: MTSS Continuous Improvement: Academic Support Group [ASG]</p> <p>Need: Unduplicated pupils at OMI need supports in areas that range from mental health, tutoring, attendance, executive functioning and healthy peer and adult interactions in order to achieve successful academic outcomes.</p> <p>Scope:</p>	ASGs are designed to collect data and meet regularly to identify key indicators or "red flags" that identify a cadet as needing proactive interventions. The military TAC role [teach, advise and counsel] will provide leadership to this group	ASG annual staff survey; failure rates; attendance rates; parent/cadet surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	<p>Action: Community Engagement Initiative</p> <p>Need: OMI has low parent/guardian participation rates for many of our leadership committees, interest surveys, parent nights, parent conferences and school events.</p> <p>Scope: LEA-wide</p>	Families of unduplicated students are often unfamiliar with navigating school systems, technology or simply do not have the hours in the day to attend school based events in order to adequately participate in and advocate for their child's educational needs. OMI has tried many of the traditional ways to improve outreach, but have not found consistent success. By having a large network of school leaders dedicated to developing creative ways to bring the community into the schools, we will certainly see positive gains in this area.	Parent/guardian participation rates; survey participation rates; attendance & chronic truancy rates
3.4	<p>Action: Continued expansion and improvement of co-curricular & extra curricular activities</p> <p>Need: Our attendance and academic indicators are negatively impacted by cadets feeling a lack of connectedness to school or interest in school.</p> <p>Scope: LEA-wide</p>	high interest engaging extra curricular activities leverage participation to improve academic success. It's important to expand options and interest area to build capacity to involve all unduplicated pupils in school related activities.	participation rates; CA Healthy Kids Survey
3.5	<p>Action: Cadet and Staff Recognition and Positive Behavior Incentive Programs</p> <p>Need: English Learners, Foster Youth and Low Income students with severe learning gaps lack significant incentives to maintain</p>	Systematizing recognition ceremonies outside the classrooms and systematizing PBIS strategies inside the classroom provides 360 support to elevate a positive, encouraging culture of high expectations for our populations that are traditionally under recognized and lack strong levels self determination and discipline.	Recognition and incentive data: Maintain database of cadets who receive recognition, awards or incentives. chronic truancy data, semester failure rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>motivation and interest in academic achievement.</p> <p>Scope: LEA-wide</p>		
3.6	<p>Action: Expanded Learning & learning recovery Opportunities</p> <p>Need: The number one request in the LCAP engagement survey, the Grizzly Nights, CST meetings and IEPs is for cadets with high needs to receive extra support - co-teaching in classrooms, tutoring after school, credit recovery or small group pull out.</p> <p>Scope: LEA-wide</p>	Our unduplicated pupil population disproportionately possess the largest learning loss for the pandemic. Providing more options for students to catch up and gain confidence in their academic skills will spur dividends in academic performance growth.	summer school, ASP, CSC attendance; semester failure rates; CAASPP scores, graduation rates; A-G rates
3.7	<p>Action: School safety and wellness</p> <p>Need: Student health and safety</p> <p>Scope: LEA-wide</p>	Bolstering our campus safety with 3 security personnel ensures cadet safety inside campus, around our perimeter and on off site excursions. The feeling of physical and emotional safety is foundation in an optimal learning environment. Our wellness center supports the additional burdens our young cadets bring to campus from family and community violence.	CA Healthy Kids Survey; LCAP engagement survey; suspension/expulsion rates; counseling log tallies
3.8	<p>Action: Mental Health and Socio-emotional supports</p> <p>Need:</p>	Interns can help offset case load management of our counseling staff, group counseling allows counselors to reach larger numbers of cadets and SEL curriculum in the general classrooms offers	counseling logs by general topic, SEL curriculum and Peer Health Exchange

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our unduplicated pupils experience a disproportionate amount of crisis due to language, culture and unstable home situations causing barriers and obstructions to their learning experiences.</p> <p>Scope: LEA-wide</p>	preventative exercises to give all cadets coping skills to handle life stressors. Finally, Peer Health Exchange reaches multiple grade levels on topics of mental and sexual health for healthy lifestyles.	schedule; CA Healthy Kids Survey
3.9	<p>Action: student services supports and chronic truancy initiative</p> <p>Need: Although our truancy rates are much lower than OUSD 18% compared to 60%, our unduplicated cadets have a disproportionately high truancy rates compared to their peers at OMI. Additionally, our ADA dropped this year from 925 to 90% on average.</p> <p>Scope: LEA-wide</p>	Our Truancy officer will lead our and attendance team and Academic Support Groups [ASGs - grade level teams] through improved cadet interventions that include augmented attendance monitoring and parent engagement. Efforts will also include "operation doorstep" and transportation supports for cadets that commute.	ADA monthly reports
3.10	<p>Action: Cadre community liaison & attendance support</p> <p>Need: Although our truancy rates are much lower than OUSD, our unduplicated cadets have a disproportionately high truancy rates compared to their peers at OMI.</p> <p>Scope:</p>	The cadre community liaison will provide outreach, parent education to support our attendance initiative.	ADA monthly reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.11	<p>Action: Youth and Community Programs Partnership</p> <p>Need: Unduplicated pupils have been identified as underserved in critical extra curricular and co-curricular activities that enrich the educational experience. for extrinsic and intrinsic motivation, socialization, socio-emotional wellness and real world experiences that all contribute to bolstering academic success</p> <p>Scope: LEA-wide</p>	Providing access and opportunities for unduplicated students to participate in the array of Youth and Community Programs expands extrinsic and intrinsic motivation, socialization, socio-emotional wellness and real world, career enriching experiences that all contribute to bolstering academic success.	YCP participation rate
4.1	<p>Action: Civilian and Military Leadership Integration</p> <p>Need: Data shows that our unduplicated pupils have higher rates of chronic truancy, suspension rates and lower rates of co-curricular participation.</p> <p>Scope: LEA-wide</p>	Close collaboration and leadership by grade level TACs with ASGs and operations supports MTSS efforts that include parent outreach, operation doorstep welfare checks, mentoring/counseling supports and additional extra curricular opportunities to engage our English Learners, Foster Youth and Low Income cadets.	Truancy rates by subgroup; CST and home visit logs; co-curricular participation rates

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Ensure all EL's have access to designated ELD courses and ELD curriculum</p> <p>Need: State standards and the EL Roadmap require both designated and integrated ELD for all English Learners. To achieve this we need designated ELD time and corresponding curriculum to address these language and literacy needs. Our EL's also underperform our English Only students and therefore the supports are needed to boost ELA skills across the curriculum.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The researches based programs provide enhanced reading comprehension, decoding and fluency opportunities that are proven to boost lexicon and lexile levels of English Learners.	Read 180 diagnostic and summary growth reports; RenStar scores and CAASPP scores.
2.2	<p>Action: English Learner Instructional Methodologies for all staff</p> <p>Need: Via classroom observation, induction survey and staff LCAP surveys, it has been identified that teachers desire and require more training in the use of specially designed academic instruction for English Learners in order to ensure they reach the same academic outcomes as their English Only peers.</p>	The ongoing series to be hosted monthly for staff over a 6 month period of time will provide teachers with the theoretical foundation for how to embed language development into lessons and thus provide access points for limited English proficient students to access the curriculum.	EL grades and CAASPP proficiency rates and quantified coaching walk through notes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.3	Action: Hire additional bilingual paraprofessionals to support core and extended learning & translations services Need: Newcomers and limited English cadets disproportionately achieve failing grades in core academic classes Scope: Limited to Unduplicated Student Group(s)	Newcomers and limited English cadets require individual and small group supports to bolster progress toward academic goals. Without supports provided by bilingual aides and tutors, our EL's disproportionately lose confidence and fall behind in their studies.	course grades, A-G completion rates

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

Additional Concentration Grant Funding

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

Concentration funding will be used to expand instructional support for reading intervention, math intervention courses and after school tutoring. This will take the form of additional staff to low teacher to cadet ratios in the classrooms and staff after school success center with certificated and classified tutoring and homework supports.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		22-1
Staff-to-student ratio of certificated staff providing direct services to students		10-1

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5541643	1973850	35.618%	0.000%	35.618%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,095,185.00	\$2,264,599.00	\$280,000.00	\$205,404.00	\$3,845,188.00	\$3,199,742.00	\$645,446.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Wide College Prep Writing Program 6th -12th [JSWP]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2025 - March 2026	\$0.00	\$18,700.00	\$18,700.00				\$18,700.00	
1	1.2	Instructional Coaching, Internship and Induction program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2025 - May 2026	\$55,435.00	\$23,000.00	\$67,348.00			\$11,087.00	\$78,435.00	
1	1.3	Structured Reading Intervention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024-May 2025	\$83,858.00	\$26,157.00	\$83,397.00	\$19,610.00		\$7,008.00	\$110,015.00	
1	1.4	Math coaching and professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Sept 2025- March 2026	\$0.00	\$25,706.00	\$25,706.00				\$25,706.00	
1	1.5	5 extra days of instruction and 4 extra days of professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$156,307.00	\$0.00	\$156,307.00				\$156,307.00	
1	1.6	1-1 student laptop program w/ safety oversight program; classroom digital visuals [monitors]	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$97,250.00	\$97,250.00				\$97,250.00	
1	1.7	Plan and Implement a Career Technical Education Pathway	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$149,895.00	\$17,000.00	\$103,957.00	\$57,938.00	\$5,000.00		\$166,895.00	
1	1.8	Math Tutoring case management model	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2025-May 2026	\$150,000.00	\$0.00			\$150,000.00		\$150,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Ensure all EL's have access to designated ELD courses and ELD curriculum	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	August 2024-May 2025	\$145,311.00	\$0.00	\$26,725.00			\$118,586.00	\$145,311.00	
2	2.2	English Learner Instructional Methodologies for all staff	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	September 2024-March 2025	\$5,000.00	\$0.00				\$5,000.00	\$5,000.00	
2	2.3	Hire additional bilingual paraprofessionals to support core and extended learning & translations services	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	August 2024-June 2025	\$80,746.00	\$0.00		\$30,396.00		\$50,350.00	\$80,746.00	
2	2.4	Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	August 2025-May 2026	\$97,315.00	\$2,500.00	\$39,826.00	\$59,989.00			\$99,815.00	
2	2.5	English Learner program oversight coordinator & assessment support	English Learners			English Learners	All Schools		\$26,762.00	\$0.00	\$26,762.00				\$26,762.00	
2	2.6		English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools									
2	2.46	Governor's Baccalaureate Diploma Pathway		Yes	LEA-wide											
3	3.1		English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	August 2025-May 2026	\$282,828.00	\$3,000.00	\$3,000.00	\$282,828.00			\$285,828.00	5.07
3	3.2	MTSS Continuous Improvement: Academic Support Group [ASG]	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2025-May 2026	\$249,227.00	\$5,000.00	\$98,570.00	\$142,284.00		\$13,373.00	\$254,227.00	
3	3.3	Community Engagement Initiative	All	No Yes	LEA-wide		All Schools	August 2025-June 2026	\$41,000.00	\$29,000.00	\$0.00		\$70,000.00		\$70,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Continued expansion and improvement of co-curricular & extra curricular activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$831,928.00	\$155,000.00	\$111,272.00	\$875,656.00			\$986,928.00	
3	3.5	Cadet and Staff Recognition and Positive Behavior Incentive Programs	All	No Yes	LEA-wide		All Schools	August 2024-May 2025	\$0.00	\$50,000.00			\$50,000.00		\$50,000.00	
3	3.6	Expanded Learning & learning recovery Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024 June 2025	\$56,000.00	\$14,000.00		\$70,000.00			\$70,000.00	
3	3.7	School safety and wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$143,308.00	\$0.00	\$143,308.00				\$143,308.00	
3	3.8	Mental Health and Socio-emotional supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00	\$2,000.00	\$12,000.00				\$12,000.00	
3	3.9	student services supports and chronic truancy initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$67,070.00	\$0.00	\$26,828.00	\$40,242.00			\$67,070.00	
3	3.10	Cadre community liaison & attendance support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024 to May 2025								0.62
3	3.11	Youth and Community Programs Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$565,656.00	\$120,000.00		\$685,656.00			\$685,656.00	12.10
4	4.1	Civilian and Military Leadership Integration	All	No Yes	LEA-wide		All Schools	August 2024-June 2025								
4	4.2	Leadership Training Opportunities	All	No			All Schools		\$2,096.00	\$47,133.00	\$44,229.00		\$5,000.00		\$49,229.00	
4	4.3	Shared and Distributed Leadership	All	No			All Schools	August 2024-June 2025	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5541643	1973850	35.618%	0.000%	35.618%	\$1,011,194.00	17.790%	36.037 %	Total:	\$1,011,194.00
								LEA-wide Total:	\$984,469.00
								Limited Total:	\$26,725.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	School Wide College Prep Writing Program 6th -12th [JSWP]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,700.00	
1	1.2	Instructional Coaching, Internship and Induction program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,348.00	
1	1.3	Structured Reading Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,397.00	
1	1.4	Math coaching and professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,706.00	
1	1.5	5 extra days of instruction and 4 extra days of professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$156,307.00	
1	1.6	1-1 student laptop program w/ safety oversight program; classroom digital visuals [monitors]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,250.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Plan and Implement a Career Technical Education Pathway	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,957.00	
1	1.8	Math Tutoring case management model	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Ensure all EL's have access to designated ELD courses and ELD curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$26,725.00	
2	2.2	English Learner Instructional Methodologies for all staff	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		
2	2.3	Hire additional bilingual paraprofessionals to support core and extended learning & translations services	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		
2	2.4	Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms	Yes	LEA-wide	English Learners Low Income	All Schools	\$39,826.00	
2	2.5	English Learner program oversight coordinator & assessment support			English Learners	All Schools	\$26,762.00	
2	2.6		Yes	LEA-wide	English Learners Low Income	All Schools		
2	2.46	Governor's Baccalaureate Diploma Pathway	Yes	LEA-wide				
3	3.1				English Learners Foster Youth Low Income	All Schools	\$3,000.00	5.07
3	3.2	MTSS Continuous Improvement: Academic Support Group [ASG]	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$98,570.00	
3	3.3	Community Engagement Initiative	Yes	LEA-wide		All Schools	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.4	Continued expansion and improvement of co-curricular & extra curricular activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,272.00	
3	3.5	Cadet and Staff Recognition and Positive Behavior Incentive Programs	Yes	LEA-wide		All Schools		
3	3.6	Expanded Learning & learning recovery Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.7	School safety and wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,308.00	
3	3.8	Mental Health and Socio-emotional supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	
3	3.9	student services supports and chronic truancy initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,828.00	
3	3.10	Cadre community liaison & attendance support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.62
3	3.11	Youth and Community Programs Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		12.10
4	4.1	Civilian and Military Leadership Integration	Yes	LEA-wide		All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,110,566.00	\$3,052,530.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	School Wide College Prep Writing Program 6th -12th [JSWP]	Yes	\$25,000.00	21719
1	1.2	Instructional Coaching, Internship and Induction program	Yes	\$152,007.00	79070
1	1.3	Structured Reading Intervention Program	Yes	\$131,739.00	127661
1	1.4	Cadet Success Center After School Tutoring Program	Yes	\$90,972.00	98088
1	1.5	Math Power Up	Yes	\$6,550.00	17676
1	1.6	Common Core Standards and Instructional Alignment Initiative for ELA, Math, Social Studies.	Yes	\$139,507.00	103168
1	1.7	5 extra days of instruction and 4 extra days of professional development	Yes	\$156,307.00	156307
1	1.8	1-1 student laptop program w/ safety oversight program	Yes	\$102,000.00	85000
2	2.1	Ensure all EL's have access to designated ELD courses	Yes	\$151,866.00	170862
2	2.2	English Learner Instructional Methodologies for all staff	Yes	\$10,000.00	10000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Support Teachers to credentialing requirements that include CLAD or BCLAD or ELA certification.	Yes	\$18,000.00	18000
2	2.4	Hire additional bilingual paraprofessionals to support core and extended learning	Yes	\$74,405.00	95520
2	2.5	Special Education Team. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms	Yes	\$22,000.00	22000
2	2.6	English Learner program oversight coordinator support		\$48,106.00	23076
3	3.1	MTSS Continuous Improvement: Academic Support Group [ASG]Reboot	Yes		
3	3.2	Governor's Baccalaureate Diploma Pathway	No Yes	\$220,125.00	215851
3	3.3	Community Engagement Initiative	No Yes	\$70,000.00	70000
3	3.4	Continued expansion and improvement of co-curricular & extra curricular activities	Yes	\$288,184.00	360000
3	3.5	Cadet and Staff Recognition and Positive Behavior Incentive Programs	No Yes	\$55,500.00	55500
3	3.6	Expanded Learning & learning recovery Opportunities	Yes	\$157,564.00	172781
3	3.7	Increase capacity to provide mental health and socio-emotional learning supports	Yes	\$12,000.00	12000
3	3.8	School safety and wellness	Yes	\$181,500.00	143308

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	student services supports and chronic truancy initiative	Yes	\$67,349.00	65058
3	3.10	Cadre community liaison	Yes		
3	3.11	Youth and Community Programs Partnership	Yes	\$865,656.00	865656
4	4.1	Civilian and Military Leadership Integration	No Yes		
4	4.2	Leadership Training Opportunities	No	\$49,229.00	49229
4	4.3	Shared and Distributed Leadership	No	\$15,000.00	15000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,833,693	\$1,401,986.00	\$1,853,440.00	(\$451,454.00)	17.790%	0.000%	-17.790%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	School Wide College Prep Writing Program 6th -12th [JSWP]	Yes	\$25,000.00	21719		
1	1.2	Instructional Coaching, Internship and Induction program	Yes	\$128,877.00	79070		
1	1.3	Structured Reading Intervention Program	Yes	\$18,000.00	18000		
1	1.4	Cadet Success Center After School Tutoring Program	Yes	\$85,972.00	98088		
1	1.5	Math Power Up	Yes	\$6,550.00	20000		
1	1.6	Common Core Standards and Instructional Alignment Initiative for ELA, Math, Social Studies.	Yes	\$139,507.00	103168		
1	1.7	5 extra days of instruction and 4 extra days of professional development	Yes	\$156,307.00	156307		
1	1.8	1-1 student laptop program w/ safety oversight program	Yes	\$102,000.00	83708		
2	2.1	Ensure all EL's have access to designated ELD courses	Yes	\$53,552.00	170862		
2	2.2	English Learner Instructional Methodologies for all staff	Yes	\$10,000.00	1000		
2	2.3	Support Teachers to credentialing requirements that	Yes	\$18,000.00	18000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		include CLAD or BCLAD or ELA certification.					
2	2.4	Hire additional bilingual paraprofessionals to support core and extended learning	Yes	\$27,970.00	95520		
2	2.5	Special Education Team. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms	Yes	\$22,000.00	22000		
3	3.1	MTSS Continuous Improvement: Academic Support Group [ASG]Reboot	Yes			5.07	
3	3.2	Governor's Baccalaureate Diploma Pathway	Yes	\$150,125.00	215851		
3	3.3	Community Engagement Initiative	Yes	\$0.00	7000		
3	3.4	Continued expansion and improvement of co-curricular & extra curricular activities	Yes	\$127,208.00	350000		
3	3.5	Cadet and Staff Recognition and Positive Behavior Incentive Programs	Yes				
3	3.6	Expanded Learning & learning recovery Opportunities	Yes	\$70,069.00	172781		
3	3.7	Increase capacity to provide mental health and socio-emotional learning supports	Yes	\$12,000.00	12000		
3	3.8	School safety and wellness	Yes	\$181,500.00	143308		
3	3.9	student services supports and chronic truancy initiative	Yes	\$67,349.00	65058		
3	3.10	Cadre community liaison	Yes			0.62	
3	3.11	Youth and Community Programs Partnership	Yes			12.10	
4	4.1	Civilian and Military Leadership Integration	Yes				

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	1,833,693		0.000%	\$1,853,440.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- **Note for Charter Schools:** Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - **Note for Charter Schools:** Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - **Note for Charter Schools:** Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024



2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Oakland Military Institute College Preparatory Academy	Dr. Mary E. Streshly Superintendent	mstreshly@omiacademy.org (510) 594-3900

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-25	28	19	2	3	0	4		

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

See Option 2

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards				4		
Physical Education Model Content Standards			3			
Visual and Performing Arts				4		
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

-Outreach via Internet and Social Media Platforms
 -Holding face-to-face events and activities with both faculty and military cadre
 -Providing staff training in communicating with parents and community

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

-Providing capacity and time for stakeholder engagement such as our Grizzly Nights, and parent orientations.
 -Expanding cadet outreach to community
 -Including parents in cadet decision making
 -Utilizing our parent community liaison and expanding our connection to the community.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

--Analyze student performance and benchmark data to appropriately strategize initiatives and programs
 --Evaluate above data frequently and with fidelity to moving student with special needs, English Learners, and our Promise students.
 --Seek input from unduplicated families to guide programs to suits their needs
 --add cadet recognition to all family nights and brigade formations

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

-Developing Dual Enrollment programs with local community colleges
 -Creating early College Program
 -Meeting with Instructional Leadership Teams and Department Chairs
 -Utilizing Building Assets, Reducing Risks (BARR) program and Academic Support Group
 -Providing numerous surveys for various stakeholder groups

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

In the development of the Governors Baccalaureate Degree Program, OMI seeks to establish long term relationships to fully integrate dual enrollment programs into regular OMI course of study. Our ability to support all cadets to be successful with DE will be at the center of our efforts in the next few years as we look to sustain our initial phase of this program.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Examine data in the following categories

--Analyze student performance and benchmark data to appropriately strategize initiatives and programs

- Evaluate above data frequently and with fidelity to moving student with special needs, English Learners, and our Promise students.
- Seek input from unduplicated families to guide programs to suits their needs

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

- We developed and deployed parent surveys to respond to LCAP
- We continue to emphasize incentives and motivations for parents to participate including looking into teleconferencing opportunities, coffee with the superintendent, and other parent community engagement events.
- Strategically combining school processes and community/parent meetings to encourage stakeholders to attend and participate in.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

- Increasing number of attending families with a focus on our incoming new families that attend orientation to give them the opportunities for partnership input.
- Looking at media and communication channels that families utilize to engage in communication and input
- Integrating cadet responsibilities in media campaigns to have a bottom up communication loop as opposed to school staff focused.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

--Utilizing our partnership with the communities engagement initiative team to obtain input for all stakeholders in building a decision loop that includes partnership input
 --Analyze student performance and benchmark data to appropriately strategize initiatives and programs
 --Evaluate above data frequently and with fidelity to moving student with special needs
 --Seek input from unduplicated families to guide programs to suits their needs

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

At the Middle School level, 6th grade students generally scored in the positive range when compared to the 7th and 8th grade. In the category of School Connectedness, 6th grade scored 20 points higher than the other grades, 48 and 51 respectively as compared to 71. While in Social Emotional Distress, 7th and 8th scored at 36 and 20 with 6th graders were at 14.

At the High School level, 12th grade students generally scored higher in the positive range leading in categories such as "School is really boring" and "Cyberbullying." As an entire school, OMI scored high in the two-thirds range in categories such as "Current alcohol or drug use," "Academic motivation" and "School perceived as very safe or safe."

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Even with disaggregated data, the very clear low or negative data of the upper grades as compared to the 6th grade informs us that there is a need to continue to build relationships with upper grade level students in order to support their needs and provide interventions. .

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Three areas of improvement have been brought to bear on improving indicators for the Middle School.

- The further implementation of the OMI literacy program
- The re-focus on Cadet Code of Conduct
- Channel cadets to access the wellness center to obtain needed emotional or social conflict support.

Three areas of improvement have been brought to bear on improving indicators for the High School.

- Advance ASG processes to connect parents and teachers
- Development of MTSS systems to monitor academics and behavior
- Provide more options in college and career pathways
- Channel cadets to access the wellness center to obtain needed emotional or social conflict support.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

- Annual CAASPP Scores
- Renaissance Star Reading and Math Assessment Results
- 8th Grade Promotion Rate

- CAASPP, ICA, IAB, and FIAB results
- High School Graduation Rate
- College/Career Indicator (CCI)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Oakland Military Institute College Preparatory Academy (OMI) ensures that all students have access to and are enrolled in a broad course of study that includes core academic subjects, visual and performing arts, world languages, physical education, and college preparatory electives. Using master schedule data, course enrollment reports, and student transcripts, OMI monitors access and participation across grade levels and student groups.

All students in grades 6–12 are enrolled in English, mathematics, science, and social science courses. Middle school students also participate in physical education and exploratory electives, while high school students have access to A-G aligned courses, including AP and dual enrollment options. Visual and performing arts and world language courses are available to all high school students, with Spanish offered across multiple levels.

There are no significant disparities in access across student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students. OMI's single-site structure ensures consistent access to the full course of study. Over the past three years, OMI has expanded elective offerings and increased enrollment in advanced coursework, demonstrating progress in providing a well-rounded education for all cadets.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

1. Teacher Coaching: Due to teacher feedback and scheduling issues, teacher coaching by CORE coaches throughout the year along with outside coaching from SVM
2. ELA and Math pilot and adoption process to ensure common CCSS curriculum across all grade levels in math and English. Discovery Ed Science access with new program initiatives
3. 23-24 BARR initiative was shelved for a more faculty-led ASG program which is still in an implementation phase
4. Intervention programs for Math in the MS and ELA and Math in the HS program that provide effective small group instruction is still in the implementation phase

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Changes made for the upcoming year revolve around doubling down on "deep implementation" of the initiatives that were strongly perceived by the OMI community as having the most positive impact on student achievement in 24-25. Changes include a focus on the following for 25-26:

1. Implementation of the newly adopted ELA and Math Curriculum SAVVAS - curriculum mapping & lesson design with Literacy and Math coaches such as Jane Schafer Writing, and Silicon Valley Math Initiative
2. Deep Implementation and expansion of HMH Read 180 and Reading intervention to remediate learning loss and propel our English Learner literacy and Math 180, IXL personalized math remediation.
3. School wide focus on writing and vocabulary expansion using Jane Schaffer Writing Program for multiple writing modalities across disciplines
4. Intervention courses in Math and ELA with data focused and leveled instruction.
5. Continued High Impact Tutoring (HIT) Math program that closes gaps in student learning through small group instruction and learning

5. Sustaining Achieve 3000 at the high school level for ELD intervention
6. Coaching for new and recently credentialed induction teachers.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of					

Coordinating Instruction	1	2	3	4	5
residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

[2024-2025] LCAP Engagement Survey Results

Respondents:

Cadets/Parents: 78

Staff: 28

Parents/Cadets Spanish Version: 49

Parent/Cadet Satisfaction: Academic Support & Student Engagement

- **85%** of families are satisfied with the academic support and instruction their cadets receive
- **94%** are pleased with OMI's efforts to boost attendance and engage students in school activities
- **84%** feel confident in their understanding of college credit and the Baccalaureate Diploma
- **86%** are satisfied with the military program and its impact on students' academic progress and overall experience
- **89%** are satisfied with opportunities for cadets and parents to participate in school activities and decision-making



Parent/Cadet Satisfaction: Communication, Safety & Support

- **97%** of families feel well-informed and encouraged to engage through OMI's communication efforts
- **84%** are satisfied with how OMI manages its educational programs and services
- **89%** are satisfied with instructional materials, facilities, and credentialed teachers
- **90%** feel the campus is safe, with over half rating it as very safe
- **92%** feel confident in their ability to speak with counselors about college, career, and personal matters



ParentSquare



Staff Feedback Highlights

- **79%** rank the military's overall effectiveness in overseeing various school functions
- **90%** rate the campus as safe, with over half calling it very safe
- **96%** say school leadership is responsive to their professional needs
- **86%** are satisfied with how OMI works to increase parent participation
- **86%** are satisfied with the condition of instructional materials, facilities, and credentialing of teachers
- **86%** are satisfied with the Superintendent's leadership
- **79%** of staff are satisfied with the improvement in instruction and support for cadets who are English Learners, with 28.6% feeling very satisfied.



Thank You

Coversheet

2025-2026 Proposed Budget

Section: VI. Information/Discussion Items
Item: D. 2025-2026 Proposed Budget
Purpose:
Submitted by: Jessika Welcome
Related Material: OMI-MYP-JW-20250523 budget.pdf

BACKGROUND:

Jessika Welcome, our EdTec Fiscal Services Advising CFO, will present our 2025-2026 budget, including budget attributes, budget assumptions and multi-year projections.

RECOMMENDATION:

It is the recommendation of Staff that the Board hear the budget presentation and any public comments during Public Hearing and seek any necessary clarifications on the budget as it is presented, then provide the Superintendent and Staff any necessary feedback or direction during this first reading/public hearing in order that staff may bring a budget on June 12, 2025 suitable for Board approval/adoption.

Oakland Military Institute
Multi-year Projection
As of Apr FY2025

	Year 1	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27	2027-28
SUMMARY				
Revenue				
LCFF Entitlement	7,066,797	7,515,493	7,739,880	8,004,284
Federal Revenue	768,092	738,911	753,485	765,659
Other State Revenues	2,335,857	1,997,182	1,856,752	1,600,997
Local Revenues	263,073	263,073	193,073	193,073
Fundraising and Grants	138,968	220,000	70,000	70,000
Total Revenue	10,572,786	10,734,659	10,613,190	10,634,013
Expenses				
Compensation and Benefits	6,917,174	6,613,818	6,570,546	6,686,789
Books and Supplies	777,097	839,297	851,967	1,125,416
Services and Other Operating Expenditures	2,896,372	2,664,045	2,564,871	2,568,776
Depreciation	492,898	400,563	387,224	13,400
Other Outflows & Amortization	23,084	23,777	24,490	25,225
Total Expenses	11,106,625	10,541,499	10,399,097	10,419,605
Net Income	(533,839)	193,160	214,093	214,408
Fund Balance				
Beginning Balance (Unaudited)	12,213,381	11,682,090	11,875,251	12,089,344
Audit Adjustment	2,548			
Beginning Balance (Audited)	12,215,929	11,682,090	11,875,251	12,089,344
Net Income	(533,839)	193,160	214,093	214,408
Ending Fund Balance	11,682,090	11,875,251	12,089,344	12,303,752
Total Revenue Per ADA	23,222	22,840	22,581	22,626
Total Expenses Per ADA	24,395	22,429	22,126	22,169
Net Income Per ADA	(1,173)	411	456	456
Fund Balance as a % of Expenses	105%	113%	116%	118%

Oakland Military Institute
Multi-year Projection
As of Apr FY2025

Key Assumptions

Enrollment Breakdown

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28
6	60	70	70	70
7	88	70	70	70
8	82	85	85	85
9	76	80	80	80
10	64	77	77	77
11	56	64	64	64
12	54	54	54	54
Total Enrolled	480	500	500	500

ADA %

4-6	95.4%	94.0%	94.0%	94.0%
7-8	92.8%	94.0%	94.0%	94.0%
9-12	96.2%	94.0%	94.0%	94.0%
Average ADA %	94.9%	94.0%	94.0%	94.0%

ADA

4-6	57	66	66	66
7-8	158	146	146	146
9-12	240	259	259	259
Total ADA	455	470	470	470

Oakland Military Institute
Multi-year Projection
As of Apr FY2025

	Year 1	Year 2	Year 3	Year 4
	2024-25	2025-26	2026-27	2027-28
REVENUE				
LCFF Entitlement				
8011 Charter Schools General Purpose Entitlement - State Aid	4,288,091	4,682,515	4,876,748	5,105,973
8012 Education Protection Account Entitlement	998,290	998,470	1,028,623	1,063,802
8019 State Aid - Prior Years	3,323	-	-	-
8096 Charter Schools in Lieu of Property Taxes	1,777,092	1,834,509	1,834,509	1,834,509
SUBTOTAL - LCFF Entitlement	7,066,797	7,515,493	7,739,880	8,004,284
Federal Revenue				
8181 Special Education - Entitlement	84,310	69,745	72,500	72,500
8220 Child Nutrition Programs	382,500	393,975	405,794	417,968
8291 Title I	212,139	212,139	212,139	212,139
8292 Title II	24,706	24,706	24,706	24,706
8293 Title III	26,441	26,441	26,441	26,441
8294 Title IV	11,905	11,905	11,905	11,905
8297 PY Federal - Not Accrued	26,091	-	-	-
SUBTOTAL - Federal Revenue	768,092	738,911	753,485	765,659
Other State Revenue				
8319 Other State Apportionments - Prior Years	54,007	-	-	-
8381 Special Education - Entitlement (State	418,736	431,239	431,239	431,239
8382 Special Education Reimbursement (State	37,618	37,464	37,464	37,464
8520 Child Nutrition - State	173,400	178,602	183,960	189,479
8545 School Facilities Apportionments	120,124	120,124	120,124	120,124
8550 Mandated Cost Reimbursements	18,701	18,123	19,783	20,501
8560 State Lottery Revenue	134,000	134,015	134,015	134,015
8590 All Other State Revenue	894,017	688,624	511,576	250,000
8591 Prop 28 Arts & Music in Schools	108,513	86,715	90,147	90,147
8593 ELOP	215,241	140,777	166,944	166,528
8596 ASSES	161,500	161,500	161,500	161,500
SUBTOTAL - Other State Revenue	2,335,857	1,997,182	1,856,752	1,600,997
Local Revenue				
8660 Interest	40,000	40,000	40,000	40,000
8670 Student Activities	10,325	10,325	10,325	10,325
8699 All Other Local Revenue	85,000	85,000	15,000	15,000
8703 Measure G1	127,748	127,748	127,748	127,748
SUBTOTAL - Local Revenue	263,073	263,073	193,073	193,073
Fundraising and Grants				
8803 Fundraising	138,968	220,000	70,000	70,000
SUBTOTAL - Fundraising and Grants	138,968	220,000	70,000	70,000
TOTAL REVENUE	10,572,786	10,734,659	10,613,190	10,634,013

Oakland Military Institute
Multi-year Projection
As of Apr FY2025

		Year 1	Year 2	Year 3	Year 4
		2024-25	2025-26	2026-27	2027-28
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100	Teachers Salaries	2,658,074	2,548,513	2,567,503	2,596,799
1103	Teacher - Substitute Pay	236,561	277,552	277,552	277,552
1200	Certificated Pupil Support Salaries	284,368	195,612	207,208	204,365
1300	Certificated Supervisor & Administrator Salaries	618,848	741,007	745,607	745,637
SUBTOTAL - Certificated Salaries		3,797,850	3,762,685	3,797,870	3,824,353
Classified Salaries					
2100	Classified Instructional Aide Salaries	138,511	129,742	129,742	129,742
2200	Classified Support Salaries	293,906	275,096	276,698	278,399
2300	Classified Supervisor & Administrator Salaries	369,166	347,302	354,968	360,272
2400	Classified Clerical & Office Salaries	321,326	177,162	177,162	177,162
2900	Classified Other Salaries	66,828	144,000	-	-
SUBTOTAL - Classified Salaries		1,189,737	1,073,302	938,569	945,574
Employee Benefits					
3100	STRS	656,894	611,302	615,808	620,999
3200	PERS	340,930	339,180	345,931	358,628
3300	OASDI-Medicare-Alternative	168,318	171,520	162,442	163,319
3400	Health & Welfare Benefits	682,120	578,379	636,216	699,838
3500	Unemployment Insurance	29,954	24,255	21,609	21,609
3600	Workers Comp Insurance	51,372	53,196	52,101	52,469
SUBTOTAL - Employee Benefits		1,929,587	1,777,831	1,834,107	1,916,862
Books & Supplies					
4200	Books & Other Reference Materials	10,000	10,000	10,300	10,609
4320	Educational Software	34,842	59,154	60,929	310,647
4325	Instructional Materials & Supplies	52,155	50,000	51,500	53,045
4330	Office Supplies	20,000	20,600	21,218	21,855
4410	Classroom Furniture, Equipment & Supplies	15,000	27,450	15,764	16,237
4420	Computers: individual items less than \$5k	89,400	112,082	115,444	118,908
4430	Non Classroom Related Furniture, Equipment & Supplies	18,000	6,180	6,365	6,556
4710	Student Food Services	510,000	525,300	541,059	557,291
4720	Other Food	27,700	28,531	29,387	30,269
SUBTOTAL - Books and Supplies		777,097	839,297	851,967	1,125,416
Services & Other Operating Expenses					
5100	Subagreements for Services	176,900	150,000	154,500	159,135
5200	Travel & Conferences	24,117	24,395	26,000	26,780
5300	Dues & Memberships	20,239	19,043	19,615	20,203
5400	Insurance	124,897	128,644	132,504	136,479
5515	Janitorial, Gardening Services & Supplies	143,585	147,893	152,329	156,899
5520	Security	78,316	76,804	79,108	81,482
5535	Utilities - All Utilities	224,636	231,375	238,317	245,466
5605	Equipment Leases	17,057	17,568	18,095	18,638
5610	Rent	160,000	164,800	169,744	174,836
5611	Prop 39 Related Costs	138,000	142,140	146,404	150,796
5615	Repairs and Maintenance - Building	327,281	81,145	83,579	86,086
5618	Repairs & Maintenance - Auto	10,000	10,300	10,609	10,927
5803	Accounting Fees	30,250	31,158	32,092	33,055

Oakland Military Institute
Multi-year Projection
As of Apr FY2025

		Year 1	Year 2	Year 3	Year 4
		2024-25	2025-26	2026-27	2027-28
5809	Banking Fees	1,500	1,545	1,591	1,639
5812	Business Services	205,000	205,000	210,000	210,000
5815	Consultants - Instructional	165,694	169,000	174,070	179,292
5820	Consultants - Non Instructional - Custom 1	146,809	171,198	17,714	18,245
5824	District Oversight Fees	70,668	77,410	82,112	87,465
5830	Field Trips Expenses	30,000	30,900	31,827	32,782
5833	Fines and Penalties	1,001	1,031	1,062	1,094
5836	Fingerprinting	3,605	3,713	3,825	3,939
5845	Legal Fees	126,175	129,960	133,859	137,875
5851	Marketing and Student Recruiting	39,000	20,600	21,218	21,855
5857	Payroll Fees	10,000	10,300	10,609	10,927
5861	Prior Yr Exp (not accrued	64,969	-	-	-
5863	Professional Development	45,810	63,644	65,554	67,520
5869	Special Education Contract Instructors	152,500	157,075	161,787	166,641
5872	Special Education Encroachment	15,165	15,620	16,089	16,571
5874	Sports	27,750	25,000	25,750	26,523
5877	Student Activities	17,719	18,251	18,798	19,362
5878	Student Assessment	5,384	5,546	5,712	5,883
5880	Student Health Services	7,500	7,725	7,957	8,195
5881	Student Information System	23,694	10,000	10,300	10,609
5884	Substitutes	60,000	30,900	31,827	32,782
5887	Technology Services	54,219	133,022	114,434	48,236
5893	Transportation - Student	18,000	18,540	19,096	19,669
5899	Miscellaneous Operating Expenses	23,142	23,836	24,551	25,288
5900	Communications	99,590	102,578	105,655	108,825
5915	Postage and Delivery	6,200	6,386	6,578	6,775
	SUBTOTAL - Services & Other Operating Exp.	2,896,372	2,664,045	2,564,871	2,568,776
Depreciation Expense					
6900	Depreciation	492,898	400,563	387,224	13,400
	SUBTOTAL - Depreciation Expense	492,898	400,563	387,224	13,400
Other Outflows & Amortization					
7438	Debt Service - Interest	23,084	23,777	24,490	25,225
	SUBTOTAL - Other Outflows & Amortization	23,084	23,777	24,490	25,225
TOTAL EXPENSES		11,106,625	10,541,499	10,399,097	10,419,605

Coversheet

Approve 2025-2026 Board Meeting Dates

Section: VII. Action Items
Item: A. Approve 2025-2026 Board Meeting Dates
Purpose:
Submitted by: Mary Streshly
Related Material: DRAFT Board Meeting Dates 2025-2026.pdf

BACKGROUND:

These are the proposed board meeting dates for the 2025-2026 academic year.

RECOMMENDATION:

The OMI staff ask the board to consider the dates listed as the official dates for board meetings for 2025-2026 academic year.



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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



2025-2026 Board Meeting Dates

All Meetings start at 4:00 pm, unless otherwise noted.

Location: B104, 3877 Lusk St. Oakland, CA 94608

August 7, 2025 Regular Board Meeting

September 11, 2025 Regular Board Meeting

November 13, 2025 Regular Board Meeting

December 11, 2025 Regular Board Meeting

January 29, 2026 Regular Board Meeting

February 26, 2026 Regular Board Meeting

March 26, 2026 Regular Board Meeting

April 30, 2026 Regular Board Meeting

May 28, 2026 Regular Board Meeting

June 11, 2026 Regular Board Meeting

Coversheet

Approve Governing Board Member Terms

Section: VII. Action Items
Item: B. Approve Governing Board Member Terms
Purpose:
Submitted by: Carlos Rodriguez
Related Material: Approve Governing Board Member Terms May 29, 2025 BM.pdf

BACKGROUND:

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

RECOMMENDATION:

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



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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



Action Item

Approve Governing Board Member Terms

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

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

Board Member	Term
Honorable Edmund G. Brown, Jr.	July 1, 2025 - June 30, 2027
Joseph Wire	July 1, 2025 - June 30, 2027
Anne Campbell Washington	July 1, 2025 - June 30, 2027

Dr. Mary E. Streshly, Superintendent
Honorable Edmund G. Brown, Jr., Chairman of the Board
Oakland Military Institute College Preparatory Academy

Coversheet

Approve Appointment of Board Officers

Section: VII. Action Items
Item: C. Approve Appointment of Board Officers
Purpose:
Submitted by: Carlos Rodriguez
Related Material: Appointment of Board Officers May 29, 2025 BM (1).pdf

BACKGROUND:

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

RECOMMENDATION:

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



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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



Action Item

Appointment of Board Officers

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

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

Office	Name
Chief Executive Officer	Dr. Mary E. Streshly
Board Secretary	Simón Bryce
Chief Financial Officer	CMSgt (CA) Thomas James
Chairman of the Board	Hon. Edmund G. Brown Jr.
Vice Chair	Marc Mares

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