Oakland Military Institute, College Preparatory Academy

Regular Board Meeting (Canceled and Rescheduled) 6-25-2025

Published on June 9, 2025 at 2:14 PM PDT

Date and Time

Thursday June 12, 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
I.	Open Session			
II.	Opening Items			4:00 PM

	Purpose	Presenter	Time

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 agendized for inclusion in the discussion at a future meeting.

If anyone has any questions or concerns, please contact the Executive Assistant to the Superintendent/Commandant Liaison Mr. Carlos Rodriguez at crodriguez@omiacademy.org.

D. Ordering of the Agenda

III. Approval of Consent Items   4:03 PM

		Purpose	Presenter	Time
A.	Minutes of May 29, 2025 Regular Meeting	Approve Minutes	Carlos Rodriguez	2 m
B.	Personnel Report		Kathryn Wong	5 m
C.	New Contracts		CMSgt (CA) Thomas James	10 m

		Purpose	Presenter	Time
D.	After School Education and Safety Plan (ASES)		Jonathan Pike	8 m
E.	Restricted Fund Plans/ Prop 28 Annual Report		Jessika Welcome	5 m
F.	Williams Act Curriculum List		Jonathan Pike	2 m

IV.	**Action Items**			**4:35 PM**
A.	Approve Local Control Accountability Plan (LCAP)		Mary Streshly	5 m
B.	Approve 2025-2026 OMI Budget		Jessika Welcome	5 m
C.	Approve CharterSAFE Insurance/JPA MOU		CMSgt (CA) Thomas James	5 m
D.	Approve 2025-2026 Cadet Handbook		CMSgt (CA) Thomas James	2 m
E.	Approve 2025-2026 Board Meeting Dates		Mary Streshly	2 m
F.	Approve Salary Schedule for 2025-2026		Kathryn Wong/Mary Streshly	5 m
G.	Approve Superintendent's Contract Approval Limit Policy Revision		Mary Streshly	3 m
H.	Approve the Consolidated Application FY26		Jessika Welcome	2 m

V.	**Superintendent's Update**			**5:04 PM**

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

- New Candidate Update
- Leadership Retreat 2025
- Introduce our new Director of IT and Grant Development

A.	Rick Alva: Director of Information Technology & Grant Development Bio		Mary Streshly	2 m

VI.	**Information/Discussion Items**			**5:06 PM**

		Purpose	Presenter	Time
A.	2025 Annual Vendor Contract List		SFC Joseph Delgadillo	5 m
B.	Education Protection Account Expenditure Summary		Jessika Welcome	3 m
C.	SB740 Application		Jessika Welcome	3 m
D.	Oakland Enrolls MOU		CMSgt (CA) Thomas James	5 m

VII.   **Board Member Comments**

VIII.   **Closing Items**   **5:22 PM**

		Purpose	Presenter	Time
A.	Adjourn to Closed Session		Jerry Brown	30 m

Public Employee Performance Evaluation Pursuant to Government Code 54954.2

      • Superintendent's Evaluation

		Purpose	Presenter	Time
B.	Reconvene to Open Session		Jerry Brown	2 m

Announcement of Actions Taken in Closed Session

		Purpose	Presenter	Time
C.	Adjourn Meeting	Discuss	Jerry Brown	1 m

Coversheet

Minutes of May 29, 2025 Regular Meeting

Section:	III. Approval of Consent Items
Item:	A. Minutes of May 29, 2025 Regular Meeting
Purpose:	Approve Minutes
Submitted by:	Carlos Rodriguez
Related Material:	Minutes for Regular Board Meeting on May 29, 2025

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on May 29, 2025.

RECOMMENDATION:

The OMI Board of Directors approve the attached minutes for the Regular Board Meeting held on May 29, 2025.

Oakland Military Institute, College Preparatory Academy

Minutes

Regular Board Meeting

Date and Time
Thursday May 29, 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.

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Directors Present
B. Cross, D. Clisham, J. Brown, M. Mares

Directors Absent
A. Campbell Washington, J. Wire, S. Bryce

Guests Present

9 other participants, C. James, C. Rodriguez, J. Pike, J. Welcome, K. Wong, M. Streshly, S. Delgadillo, S. Lipsey

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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 29, 2025 at 4:04 PM.

C. Public Comment

There was two public comments at this board meeting.

Wing Wah Leung took time to thank the Board of Directors and Governor Brown specifically for the opportunity to be a part of OMI for many years.

Joel Siapno came to thank the OMI staff for helping and going the extra mile for the cadets. Joel is the Co-founder of School Nursing Solutions and helped with the hearing and vision screenings at OMI.

D. Ordering of the Agenda

M. Mares made a motion to keep the order of the agenda as presented at the beginning of the board meeting.
S. Bryce seconded the motion.
Governor Brown and the rest of the Board of Directors made a motion to maintain the agenda as is except to postpone the closed session to the next meeting.
The board **VOTED** to approve the motion.

II. Public Hearing

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

Public Hearing of the 2025-2026 Local Control Accountability Plan was opened at 4:10 pm and closed at 4:11 pm due to no public commentary.

B. 2025-2026 Proposed Budget

Public Hearing of the 2025-2026 proposed budget was opened at 4:11 pm and closed at 4:11 pm due to no public commentary.

III. 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 05-01-25.
M. Mares seconded the motion.
The board **VOTED** to approve the motion.

B. OMI Bank Account Activity (April 2025)

D. Clisham made a motion to approve the OMI bank account activity.
M. Mares seconded the motion.
The board **VOTED** to approve the motion.

C. Personnel Report

D. Clisham made a motion to approve the personnel reports.
M. Mares seconded the motion.
The board **VOTED** to approve the motion.

D. 2025-2026 Academic Calendar

D. Clisham made a motion to approve the 2025-2026 Academic Calendar.
M. Mares seconded the motion.
Marc Mares mentioned that the days of graduation are on the same day next school year and that has not been the case for the past couple of years and wondered if that was intentional. The document that was in the board packet was an older version of the calendar and thus had minor changes.

The motion to accept was made but with the exception of changing the document to reflect that the graduation for middle school would be May 28, 2026 and May 29, 2026 for high school.
The board **VOTED** to approve the motion.

E. New Contracts

D. Clisham made a motion to approve the new contracts.
M. Mares seconded the motion.
Marc Mares asked about the EdTec amended contract. He was confused why this contract was being added to the agenda again but Dr. Streshly explained that the contract was added to the agenda to show that CalPads is no longer in the contract. Diane Au will be taking on the responsibility of working on the CalPads internally.

Also, OMI added charter renewal assistance services in the EdTec contract. EdTec will be helping OMI with the charter renewal and will help formulate a narrative that could

boost the chances of OMI renewing the charter. The charter renewal petition will be submitted no later than the summer of 2026.

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

IV. Superintendent's Update

A. Superintendent's Update

Dr. Streshly explained that the new candidate update will be moved to the June Board meeting. The community schools grant that OMI submitted for was not received. OMI staff will be looking for new grants to apply for.

OMI has hired a new Director of Information Technology and Grant Development and his name is Rick Alva. Rick will be coming to the June board meeting to introduce himself. Rick has grant writing experience so he will be in charge of finding and applying for grants on behalf of OMI.

V. Information/Discussion Items

A. CharterSafe/JPA Insurance Overview

Bettina Hooper joined us to explain the CharterSafe/JPA Insurance discussion item.

She explained what CharterSafe is and what a JPA (Joint Powers Authority) does for charter schools. CharterSafe would help insure OMI more than it is currently and provide OMI with higher levels of coverage. This will help consolidate payments to one vendor instead of multiple vendors for different coverages. CharterSafe also has a Board of Directors that is made up of charter leaders that are in the JPA.

CharterSafe offers services for risk management, transportation guidelines, litigation assistance, staff training compliance, vendor procedures, safety inspection, policy and procedure review, sexual abuse prevention, best practices, policy templates, safety consulting, and more.

The CharterSafe core liability program covers $55,000,000 per member aggregate and includes Directors and officers liability, general liability, employee benefits liability, educator's legal liability, automobile among other insurances. Crime, Property, and additional coverages are included as well.

Bettina showed the Board of Directors an example of the type of training that CharterSafe offers. This Human Resources training is comprehensive for human resource needs.

Governor Brown asked for a comparison sheet between the insurance coverage that OMI currently has and the CharterSafe offerings.

B.

Financial Update

Jessika explained the forecast improved by $137k since the previous board meeting. This was as a result of recapturing funds that would likely go unspent in the 2024-2025 FY. Areas in which funds were pulled back were books and supplies, compensation and benefits, special education contractors, and other local revenue. This led to the deficit being half of what was approved in the budget for this fiscal year.

Jessika explained that the cash balance was looking solid through next December. She mentioned that OMI staff can look into moving funds to the investment fund once enrollment is more solidified.

In the May Revise, the cost of living adjustment was lowered from 2.43% to 2.3%. Also, there is a new funding grant (one-time funds) that OMI will have four years to spend. Expanded Learning is not being cut.

Jessika explained that she thinks that the deficit could go down more this year (2024-2025) but that would be when Jessika and EdTec finalize and close the books on the 2024-2025 fiscal year.

C. **2025-2026 Local Control Accountability Plan**

Marc Mares mentioned that the charter renewal date had a mistake, as it is slated for 2027, not 2028.

Dr. Streshly mentioned that the collaboration between the business office and the curriculum office has been made stronger because of the work that needs to be done on the LCAP.

The one-year graduation rate is 100%. All of the cadets in the 2025 class graduated. The four-year graduation rate was 95%. The OMI Staff mentioned that the numbers/percentages for the various categories are estimates because the official statistics are not out yet.

The CA CORE growth indicator for OMI outperforms the Oakland schools at a higher percentage in every one of the categories (High School Math and English, Middle School Math and English).

The 2024-2025 year was a start year for the tutoring and academic enrichment program so the 2025-2026 school year will start more smoothly with tutoring at the beginning of the year. The teachers will be teaching to the standardized test (CAASPP) to give the cadets more chance to excel at the end of the year.

Dr. Streshly gave the Board of Directors a quick run down of the LCAP goals.

D.

2025-2026 Proposed Budget

Jessika explained that the projections of the 2025-2026 budget factor in that the cadet count would be an average of 500 with an average attendance goal of 94%. This will be a buffer for the attendance to hopefully reach 95%. At the time of the meeting, the CharterSafe estimate of $187,000 was not factored into the budget for 2025-2026 but can be adjusted when more concrete details are obtained. There would not be much of a change in spending for the insurance, but paying to one vendor instead of multiple would change.

VI. Action Items

A. Approve 2025-2026 Board Meeting Dates

J. Brown made a motion to lower the number of board meetings in the 2025-2026 board meeting dates.
D. Clisham seconded the motion.
Governor Brown asked the OMI Staff to lower the number of board meetings for the 2025-2026 school year. The OMI Staff obliged and will be bringing back the revised list to the Board of Directors meeting in June.
The board **VOTED** to approve the motion.

B. Approve Governing Board Member Terms

M. Mares made a motion to approve Governing Board Member terms.
S. Bryce seconded the motion.
The board **VOTED** to approve the motion.

C. Approve Appointment of Board Officers

D. Clisham made a motion to approve the appointment of Board Officers.
M. Mares seconded the motion.
The board **VOTED** to approve the motion.

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

A. June 12, 2025 Board Meeting Quorum

Governor Brown: Yes
Mr. Clisham: Yes
Mr. Bryce: Yes
Mr. Mares: No
Mr. Wire: Yes
Ms. Washington: ?
BG Cross: Yes

VIII. Board Member Comments

A. Board Member Comments

Marc Mares gave a shout-out to the security team for the quick action on the car fire that happened outside of the campus fencing. He also praised the OMI staff for the great graduation ceremony. Marc Mares also mentioned that OMI staff should consider putting some cadets (one from each grade) to come up with solutions for how to improve the math scores.

IX. Closing Items

A. Adjourn to Closed Session

The Board of Directors voted to postpone the closed session until the next meeting.

B. Reconvene to Open Session

The Board of Directors voted to postpone the closed session until the next meeting.

C. Adjourn Meeting

M. Mares made a motion to adjourn the meeting.
D. Clisham 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 5:41 PM.

Respectfully Submitted,
J. Brown

Coversheet

Personnel Report

Section:	III. Approval of Consent Items
Item:	B. Personnel Report
Purpose:	
Submitted by:	SGT Melanie Newkirk
Related Material:	Personnel Changes 6-12-2025 BM.pdf

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy charter requires that the Board of Directors approve all personnel transactions based on the recommendation of the Superintendent. Please find attached all personnel changes since our last board meeting on May 29, 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 Staff as of   May 25, 2025, - June 10, 2025

New Hire:				
Last Name	**First Name**	**Job Title Description**	**FTE**	**Start Date / Separation Date:**
Simoncini	Francisco	Math Teacher	1	8/1/2025
Transfers:				
Last Name	**First Name**	**Job Title Description**		
Promotion:				
Last Name	**First Name**	**Job Title Description**		
Separations:				
Last Name	**First Name**	**Job Title Description**		Date:
Rathje	Gregory	Music Teacher	1	5/30/2025
Teacher/Staff Vacancies:				
		Math Tutor	4	
		Music Teacher	0.6	
		Education Specialist	2	
		Paraprofessional	0.49	

Coversheet

New Contracts

Section:	III. Approval of Consent Items
Item:	C. New Contracts
Purpose:	
Submitted by:	CMSgt (CA) Thomas James
Related Material:	El Paseo OMI Service Agreement 2025-2026 (1).pdf
	Invoice_2526153_from_Silicon_Valley_Mathematics_Initiative_LLC.pdf
	PO25-00171 Achieve3000 4320 5-29-2025 (1).pdf
	Invoice_Ancora_Parallel Universe.pdf
	Ancora Invoice 119339 The Third Quest.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: El Paseo

Contract #2: SVMI

Contract #3: Ancora Publishing

Contract #4: Achieve3000

Contract #5:

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the attached open contracts with the potential of reaching or exceeding $50,000 during the time period of July 1, 2024- June 30, 2025 and ratify open contracts authorized by the superintendent under $50,000.

Professional Services Agreement

This Professional Services Agreement, hereinafter referred to as the "AGREEMENT" is made and entered into as of the 1st day of August, 2025 by and between Oakland Military Institute Preparatory Academy with a physical location of 3877 Lusk St, Oakland, CA 94608, hereinafter referred to as "CLIENT" and El Paseo Children's Center, Inc., a corporation formed under the laws of the State of California, whose physical address is 74-075 El Paseo Drive, Suite A2B, Palm Desert, CA 92260, hereinafter referred to as "AGENCY". AGENCY or CLIENT may sometimes be referred to hereinafter individually as "Party" or be collectively referred to as "Parties".

RECITALS

WHEREAS, AGENCY operates as a Non-Public Agency in the State of California and employs individuals, hereinafter referred to as "PERSONNEL", to provide special education assessments and related services; and

WHEREAS, CLIENT desires to engage AGENCY to provide special educational and related services to its students; and

WHEREAS, AGENCY is agreeable to providing PERSONNEL to provide services on the terms and conditions set forth in this Agreement.

NOW, **THEREFORE**, the Parties, for the consideration stated herein, mutually agree to enter into this AGREEMENT subject to the following terms and conditions:

1.) **Services**. AGENCY will, upon request by CLIENT, provide licensed PERSONNEL to provide the special educational and related services listed in "Exhibit A Services Provided", hereinafter referred to as "SERVICES", subject to availability of qualified Personnel.

2.) **Term**. The term of this AGREEMENT will begin on 1st day of August, 2025, and shall continue until the 30th day of June, 2026. This AGREEMENT shall not automatically renew.

3.) **Compensation**. AGENCY will provide SERVICES under this AGREEMENT at the rates based on the rate sheet. AGENCY will invoice when testing is completed.

   3.1 Invoice Method. AGENCY will submit invoices to CLIENT via one or both of the following method(s):
   US Mail: Accounting
       Oakland Military Institute
       3877 Lusk St
   Email:
    accounting@omiacademy.org

    slipsey@omiacademy.org

   3.2 Payment. All amounts due to AGENCY are due and payable within thirty (30) days from date of invoice.

    CLIENT will send all payments to the following address:
     El Paseo Children's Center, Inc.
     74-075 El Paseo Drive, Suite A2B
     Palm Desert, CA 92260

3.3 Late Payment. Invoices not paid within thirty (30) days from issue date will accumulate interest, until paid, at the rate of one and one-half percent (1.5%) per month on the unpaid balance, equating to an annual percentage rate of eighteen percent (18%) or the maximum rate permitted by applicable law, whichever is less.

4.) **AGENCY Responsibilities.**

    4.1 PERSONNEL. AGENCY will supply CLIENT with PERSONNEL who meet the following criteria:

        4.1.1 Possess current state license/registration and/or certification, as applicable and appropriate for the SERVICES provided to students of CLIENT.

        4.1.2 Meet AGENCY and CLIENT conditions of employment regarding health clearance (to include proof of pre-employment TB skin testing), provision of professional references, background checks, and any other applicable hiring criteria, documentation of which will be kept in the AGENCY employee file.

    4.2 Fingerprinting / Criminal Background Check. The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to AGENCY's SERVICES under this AGREEMENT and AGENCY certifies its compliance with these provisions as follows: "AGENCY certifies that the AGENCY has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all AGENCY's PERSONNEL who may have contact with CLIENT's students in the course of providing SERVICES pursuant to the AGREEMENT, and the California Department of Justice has determined that none of the PERSONNEL has been convicted of a felony, as that term is defined in Education Code section 45122.1."

    4.3 Insurance. AGENCY will maintain (at its sole expense) a valid policy of insurance evidencing general and professional liability coverage of not less than $1,000,000 per occurrence and $3,000,000 in aggregate covering sole negligent acts or omissions which may give rise to liability for SERVICES under this Agreement. AGENCY shall maintain worker's compensation coverage of not less than $1,000,000 per occurrence. AGENCY will provide a certificate of insurance evidencing such coverage upon request by CLIENT.

    4.4 Wages, Taxes, and Employee Benefits. AGENCY acknowledges that as being an independent contractor that it agrees that it is the sole responsibility of AGENCY for payment of all wages, of all applicable federal, state and local taxes or contributions, including unemployment insurance, social security, worker's compensation and related costs related to employing PERSONNEL.

5.) **CLIENT Responsibilities.**

    5.1 Non-performance. If CLIENT concludes, in its sole discretion, that any PERSONNEL provided by AGENCY have engaged in misconduct, or have been negligent, CLIENT may require the PERSONNEL to leave the premises and will notify AGENCY immediately in writing, providing in reasonable detail the reason(s) for such dismissal, and may provide AGENCY with a right to cure such situation, in AGENCY's sole discretion. CLIENT's obligation to compensate AGENCY for such individual's services will be limited to the amount of SERVICES provided. AGENCY will not reassign the individual to CLIENT without prior approval of the CLIENT. If AGENCY requests feedback, CLIENT shall provide feedback in a timely manner.

    5.2 Compliance with Regulatory Standards. In all instances where PERSONNEL are supervised by CLIENT, CLIENT shall be required to document and develop an incident report of any injury, illness, or ailment experienced by PERSONNEL at the CLIENT workplace in accordance with applicable federal, state and local laws, rules and regulations.

5.3 Insurance. CLIENT will maintain at its sole expense a valid policy of insurance evidencing general and professional liability coverage of not less than $1,000,000 per occurrence and $3,000,000 in aggregate covering acts or omissions which may give rise to liability in connection with SERVICES under this AGREEMENT. CLIENT will give AGENCY prompt written notice of any material change in CLIENT coverage. CLIENT will provide evidence of such insurance to AGENCY upon AGENCY'S request.

5.4 Non-Solicitation / Conversion Fee. AGENCY agrees to not directly or indirectly, personally or through an agent or agency, solicit, hire or contract with or employ any of AGENCY's PERSONNEL while evaluating, considering, interviewing of such PERSONNEL prior to providing SERVICES or while providing SERVICES during the TERM of the AGREEMENT. An exception to this prohibition may be agreed to only in writing by the Parties. If CLIENT enters into an employer-employee relationship with PERSONNEL or refers PERSONNEL to a third party for employment before the end of the TERM, CLIENT agrees to pay AGENCY a Conversion Fee in the amount equal to 25% of the annual salary, which is calculated by the number of instructional days multiplied by the number of hours per day PERSONNEL works multiplied by the hourly billable rate indicated on "Exhibit A - Services Provided Schedule" Conversion Fee must be paid to AGENCY within 30 days of CLIENT hiring AGENCY's PERSONNEL.

5.5 Right to Dismiss. CLIENT may request the dismissal of any PERSONNEL for any reason; provided, however, that AGENCY shall have the right to cure such dismissal, in AGENCY'S sole discretion. CLIENT agrees to notify AGENCY of any such action immediately in writing, providing in reasonable detail the reason(s) for such dismissal. CLIENT shall be obligated to compensate AGENCY for such individual's services limited to the number of hours actually worked.

6.) **Independent Contractor**. AGENCY and CLIENT are independent legal entities. Nothing contained in this AGREEMENT will be construed to create the relationship of employer and employee, or principal and agent, or any relationship other than that of independent parties contracting with each other solely for the purpose of carrying out the terms of this AGREEMENT. Neither AGENCY nor CLIENT nor any of their respective agents or employees shall control or have any right to control the activities of the other party in carrying out the terms of this AGREEMENT.

7.) **Confidential Information.** Both Parties may receive information that is proprietary to or confidential to the other Party or its affiliated companies and their clients. Both Parties agree to hold such information in strict confidence and not to disclose such information to third Parties or to use such information for any purpose whatsoever other than performing under this AGREEMENT or as required by law. No knowledge, possession, or use of CLIENT's confidential information will be imputed to AGENCY as a result of PERSONNEL's access to such information.

8.) **Availability of Personnel**. The Parties agree that AGENCY's duty to supply Personnel on request of CLIENT is subject to the availability of qualified PERSONNEL. The failure of AGENCY to provide PERSONNEL or the failure of CLIENT to request PERSONNEL results in no penalty to CLIENT or any Party claiming by or through it and shall not constitute a breach of this AGREEMENT.

9.) **Non-discrimination**. Neither AGENCY nor CLIENT will discriminate on the basis of age, race, color, national origin, religion, sex, disability, being a qualified disabled veteran, being a qualified veteran of the Vietnam era, or any other category protected by law.

10.) **Limitation of Liability**. Neither AGENCY nor CLIENT will be responsible for special, indirect, incidental, consequential, or other similar damages, including but not limited to lost profits, that the other Party may incur or experience in connection with this AGREEMENT or the SERVICES provided, however caused, even if such Party has been advised of the possibility of such damages. In no event shall AGENCY be liable to CLIENT in an amount that exceeds the fees paid to AGENCY by CLIENT pursuant to the terms of this AGREEMENT.

11.) Indemnification. AGENCY agrees to indemnify and hold harmless CLIENT, its directors, officers, employees, and agents from and against any and all claims, actions, or liabilities which may be asserted against them by third Parties in connection with the sole gross negligent performance of AGENCY, its directors, officers, employees, or agents under this AGREEMENT only.

CLIENT agrees to indemnify and hold harmless AGENCY, its directors, officers, shareholders, employees, and agents from and against any and all losses, damages, claims, actions, or liabilities, and expenses connected therewith (including reasonable attorney's fees) which may be asserted against them by third Parties arising out of any act or inaction of CLIENT, its directors, officers, employees, or agents under this AGREEMENT.

12.) Confidentiality. The Parties agree to keep the terms and conditions of this AGREEMENT, and any information exchanged or obtained hereunder is strictly confidential, and not to disclose such information and materials to any third Party, except pursuant to a court order or applicable law, rule or regulation.

12.1 HIPAA Compliance. In instances where AGENCY receives Protected Health Information, herein referred to as "PHI" in connection with the Services provided to CLIENT, AGENCY and CLIENT agree that they shall each:

12.1.1 Comply with the applicable provisions of the Administrative simplification section of the Health Insurance Portability and Accountability Act of 1986, as codified at 42 U.S.C. §1320d through d-8, hereinafter referred to as "HIPAA".

12.1.2 Adhere to all requirements of any regulation promulgated thereunder.

12.1.3 Not use or further disclose any PHI concerning a patient other than as permitted by this AGREEMENT, the requirements of HIPAA and/or applicable- federal regulations. AGENCY shall implement appropriate safeguards to prevent the use or disclosure of a patient's PHI other than provided for by this AGREEMENT.

12.1.4 Promptly report any violations, use and/or disclosure of a client/patient's PHI not provided for by this AGREEMENT as soon as practicable, upon becoming aware of the improper violation(s), use and/or disclosure.

12.2 Breach of Confidentiality. In the event that either Party is in breach of any provision(s) of this Article of the AGREEMENT, it shall immediately advise the opposite Party and take steps to remedy such breach, including, but not limited to protecting against the consequences of any disclosure or use of PHI in violation of this AGREEMENT. Both Parties acknowledge that use or disclosure of the PHI, in any manner inconsistent with this AGREEMENT, may result in irreparable and continuing damage and that the Party damaged by the disclosure shall have the right to seek legal and equitable relief, including injunctive relief, without the necessity of posting bond or other security necessary to protect against any such breach or threatened breach, including, without limitation, injunctive relief.

13.) Compliance with Laws. AGENCY and CLIENT agree that all SERVICES provided pursuant to this AGREEMENT shall be performed in compliance with all applicable federal, state, or local rules and regulations.

14.) No Agency Created. AGENCY agrees and understands that no authority exists pursuant to this AGREEMENT for AGENCY to enter into any third Party contract, assume any obligation, or to make any representation to third Parties on behalf of, or which may bind CLIENT.

15.) No Rights in Third Parties. This AGREEMENT does not create any rights in, or inure to the benefit of, any third Party except as expressly provided herein.

16.) **Authority to Bind Parties**. Neither Party in the performance of any and all duties under this AGREEMENT, except as otherwise provided in this AGREEMENT, has any authority to enter into any third Party contract, assume any obligation, bind the other Party to any agreements or undertakings, or make any representation to third Parties on behalf of, or which may bind the other Party.

17.) **Assignment**. Neither Party may assign, transfer, convey any of [his or her] rights, interest, nor delegate the performance of any of [his or her] duties under this AGREEMENT without the prior written consent of the other Party.

18.) **No Unauthorized Use of Names**. Neither Party will use the other's name in any advertisement, promotion, business card, etc. without the other Party's prior written consent.

19.) **Non-Waiver**. The failure of the CLIENT to seek redress for violation of, in any one or more instances to insist upon strict performance of any of term or condition of this AGREEMENT or to exercise any option herein conferred shall not be deemed or construed as a waiver or relinquishment of such term or condition, or prevent a subsequent similar act from constituting a violation of such term or condition. The waiver by either Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

20.) **Severability**. In the event that one more of the terms, conditions or provisions of this AGREEMENT is held, in whole or in part, by a court of competent jurisdiction to be invalid, void, or unenforceable, then only that provision will be omitted and the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

21.) **Survival**. All provisions that logically ought to survive termination of this AGREEMENT shall survive.

22.) **Governing Law**. The rights, duties, and obligations of the Parties, along with the terms and conditions of this AGREEMENT shall be governed by the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this AGREEMENT shall have venue in Riverside County, California.

23.) **Conflicts**. The terms of this AGREEMENT shall control over any conflicting terms in any referenced agreement or document.

24.) **Provision of Law Clause**. Each and every provision of law clause required by law to be inserted in the AGREEMENT shall be deemed to be inserted herein and the AGREEMENT shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon application of either Party the AGREEMENT shall forthwith be physically amended to makes such insertion or correction.

25.) **Cumulative Rights**. Any specific right or remedy provided in this AGREEMENT will not be exclusive but will be cumulative of all other rights and remedies.

26.) **Attorney's Fees, Expenses, Costs**. If either Party hereto becomes involved in litigation arising out of this AGREEMENT or the performance thereof, the court in such litigation, or in a separate suit, shall award reasonable costs and expenses, including attorney fees, the court will not be bound by any court fee schedule, but shall, if it is in the interest of justice to do so, award the full amount of the costs, expenses, and attorney fees paid or incurred in good faith.

27.) Force Majeure. Neither Party shall be held responsible or liable for any delay or failure of performance of any part of this AGREEMENT to the extent such delay or failure is caused by or result of Acts of Nature (including fire, flood, earthquake, storm, or other natural disaster), explosion, war, invasion, act of foreign enemies, hostilities (whether war is declared or not), terrorist activities, civil war, rebellion, revolution, insurrection, military or usurped power or confiscation, embargo, government sanction, riot, labor dispute, strike, lockout, interruption or failure of electricity, or other similar causes beyond its control and without the fault or negligence of the delayed or nonperforming Party. The affected Party will notify the other Party in writing within ten (10) days after the beginning of any such cause that would affect its performance. Notwithstanding, if a Party's performance is delayed for a period exceeding thirty (30) days from the date the other Party receives notice under this paragraph, the non-affected Party will have the right, without any liability to the other Party, to terminate this AGREEMENT.

28.) Notices. Any and all notices, demands, or other communications required or desired to be given hereunder by any Party shall be in writing and shall be validly given or made to the other Party if personally served, or if deposited in the United States mail, certified or registered, postage prepaid, return receipt requested. If such notice or demand is served personally, notice shall be deemed constructively made at the time of such personal service. If such notice, demand or other communication is given by mail, such notice shall be conclusively deemed given three (3) business days after deposit thereof in the United States mail addressed to the Party to whom such notice, demand or other communication is to be given as follows:

> If to Client: Oakland Military institute College Preparatory Academy
> 3877 Lusk St.
> Oakland, CA 94608
>
> If to Agency: Attn: Brent Cooper
> El Paseo Children's Center, Inc.
> 74-075 El Paseo Drive, Suite A2B
> Palm Desert, CA 92260

> Either Party may change the address to which notices are sent by sending written notice of such change of address to the other Party.

29.) Calculation of Time. For the purposes of this AGREEMENT, "days" refers to calendar days and "business days" refers to exclusively to weekdays excluding federal, state or local holidays observed by CLIENT.

30.) Termination. Either Party may revoke and otherwise terminate this AGREEMENT according to the specific terms and/or conditions listed below. Either Party must notify the other Party in writing of their intention to take such action. Any such writing shall be sent to the other Party by United States mail, certified or registered, postage prepaid, return receipt requested.

> **30.1 Without Cause**. Either Party may, upon thirty (30) days' notice, with or without reason, terminate this AGREEMENT. Upon this termination, CLIENT shall only be obligated to compensate AGENCY for SERVICES satisfactorily rendered by PERSONNEL to the date of termination. Written notice by either Party according to specifics of Paragraph 28 "Notices" shall be sufficient to stop further performance of SERVICES by AGENCY's PERSONNEL.

30.2 With Cause. Either Party may terminate this AGREEMENT upon giving notice of intention to terminate for cause. Written notice shall contain the reason for such intention to terminate and unless within three (3) business days after service of such notice the condition or violation has ceased, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the three (3) business days cease and terminate and CLIENT shall compensate AGENCY only for SERVICES satisfactorily rendered to the date of termination. Written notice by either Party according to specifics of Paragraph 28 "Notices" shall be sufficient to stop further performance of SERVICES by AGENCY's PERSONNEL. Cause shall include:

    30.2.1 Material violation of this AGREEMENT by either Party; or

    30.2.2 Any act by either Party exposing the other Party to liability to others for personal injury or property damage; or

    30.2.3 Either Party ceases conducting business in the normal course, becomes insolvent, makes a general assignment for the benefit of creditors, suffers or permits the appointment of a receiver for its business or assets or shall avail itself of, or become subject to, any proceedings under the Federal Bankruptcy Act or any other statute of any state relating to insolvency or the protection of rights of creditors, then at the option of AGENCY this AGREEMENT shall terminate and be of no further force and effect.

30.3 Immediate Termination. Either Party may terminate this AGREEMENT immediately without prior notice, and upon this termination, CLIENT shall only be obligated to compensate AGENCY for SERVICES satisfactorily rendered by PERSONNEL to the date of termination, if AGENCY or its PERSONNEL or CLIENT or its employees commits an act of fraud, dishonesty, or any other act of negligent, reckless or willful misconduct that causes harm, financial loss, or other illegal acts that negatively affects the other Party.

31.) **Headings, Captions and Interpretations**. Paragraph or Section headings in this AGREEMENT are used solely for convenience, and shall not to be considered a part of this AGREEMENT and are not intended to be a full and accurate description of the contents hereof. No provision of this AGREEMENT shall be interpreted for or against a Party because that Party or its legal representative drafted such provisions, and this AGREEMENT shall be construed as if jointly prepared by the Parties.

32.) **Incorporation of Recitals and Exhibits**. The Recitals and each Exhibit attached hereto are hereby incorporated herein by reference.

33.) **Entire Agreement, Counterparts and Amendments**. This AGREEMENT and any exhibits attached hereto sets forth and constitutes the entire AGREEMENT and understanding among the Parties with respect to the subject matter hereof. This AGREEMENT may be executed in any number of counterparts, each of which will be deemed to be the original, but all of which shall constitute one and the same document. This AGREEMENT supersedes any and all prior or contemporaneous understandings, negotiations, correspondence, undertakings, promises, covenants, arrangements, communications, representations and agreements, whether oral or written, with respect to the Services contemplated, and may be amended or modified only by a written instrument executed by both Parties to the AGREEMENT.

34.) **Signature and Acceptance.**

    34.1 Signature Authority. Each Party has the full power and authority to enter into and perform this AGREEMENT, and the person signing this AGREEMENT on behalf of each Party has been properly authorized and empowered to enter this AGREEMENT.

34.2 ACCEPTANCE OF AGREEMENT. YOU ACKNOWLEDGE THAT YOU HAVE READ THIS AGREEMENT AND AGREE TO ALL ITS TERMS AND CONDITIONS. YOU HAVE INDEPENDENTLY EVALUATED THE DESIRABILITY OF THE SERVICE AND ARE NOT RELYING ON ANY REPRESENTATION AGREEMENT, GUARANTEE OR STATEMENT OTHER THAN AS SET FORTH IN THIS AGREEMENT.

The Parties hereto have executed this AGREEMENT by and through their duly authorized representatives on the dates indicated below.

Oakland Military Institute Preparatory Academy	**El Paseo Children's Center Inc.**
(CLIENT)	(AGENCY)
	Brent Cooper
(Authorized CLIENT Representative's Name)	(Name of Authorized Representative for AGENCY
	[signature: Brent Cooper]
	(AGENCY's Representative's Signature)
(CLIENT's Representative's Signature)	
	CEO
(Title)	(Title)
	(760) 342-4900 May 21, 2025
Phone Number (Date Signed)	Phone Number (Date Signed)

Silicon Valley Mathematics Initiative, LLC

6980 Santa Teresa Blvd., Suite #100
San Jose, CA 95119
+14087761645
www.svmimac.org

INVOICE

BILL TO

Jonathan Pike
Oakland Military Institute (OMI)
3877 Lusk Street
Oakland, CA 94608

INVOICE # 2526153
DATE 05/22/2025

TERMS Due on receipt

ACTIVITY	QTY	RATE	AMOUNT
Membership Dues 2025-2026 SVMI Membership Dues	1	2,950.00	2,950.00

Please make check payable to:
Silicon Valley Mathematic Initiative (SVMI)

BALANCE DUE

$2,950.00

Please submit payment to:
Silicon Valley Mathematics Initiative (SVMI)
6980 Santa Teresa Blvd., Suite #100
San Jose, CA 95119

Tax identification Number: 27-3391646

Email Questions to info@svmimac.org

PURCHASE ORDER

Oakland Military Institute College Preparatory Academy

DATE	5/29/2025
P.O. #	PO25-00171

3877 Lusk St

Oakland, CA 94608

Phone: 510-594-3900

Fax: 510-594-3975

VENDOR	SHIP TO
McGraw Hill MHE Receivables LLD	[Attn: Carlos Rodriguez- Achieve3000 Literacy Subscription]
PO BOX 825642	Oakland Military Institute College Preparatory Academy
Philadelphia, PA	3877 Lusk St
19182	Oakland, CA 94608
	510-594-3900

REQUISITIONER	SHIP VIA	Account Code Allocation	SHIPPING TERMS
Carlos Rodriguez		4200 books and ...	NET 30
		4320 education...	

ITEM #	DESCRIPTION	QTY	UNIT PRICE	TOTAL
1	Achieve3000 Boost STDALN 1 yr product, 978-1-26-607976-4	130	50.88	6,614.40
2	LIT SITE SETUP SUPPORT 1YR BUNDLE, PLSSFEE.1	1	290.00	290.00
3				0.00
4				0.00
5				0.00
6				0.00
7				0.00
8				0.00
9				0.00
10				0.00
11				0.00

SUBTOTAL	$6,904.40
TAX RATE	0.000%
TAX	$0.00
S & H	$0.00
OTHER/ADJUSTMENT	
TOTAL	$6,904.40

Other Comments or Special Instructions

Payment Method: pay by invoice.

Quote Number: BBALL-05272025064043-001-DAG

Access to Achieve3000 Literacy subscription for 2025-2026 school year.

Authorized by _____ Date 5/28/25

If you have any questions about this purchase order, please contact

SFC Joseph Delgadillo, 510-594-3916, jdelgadillo@omiacademy.org

Mc Graw Hill

Because learning changes everything.

ORDER FORM FOR:

Oakland Military Institute

3877 LUSK ST

OAKLAND, CA 94608

ACCOUNT NUMBER: 182711

CONTACT:

Cynthia Murphy

cmurphy@omiacademy.org

510-594-3931

PRODUCT TOTAL*	$6,904.40
ESTIMATED SHIPPING & HANDLING**	$0.00
ESTIMATED TAX**	$0.00
GRAND TOTAL	$6,904.40

SUBSCRIPTION/DIGITAL CONTACT:

Carlos Rodriguez

crodriguez@omiacademy.org

510-594-3992

Comments:

25-26

130 Achieve literacy

* Prices are valid through September 30th. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.
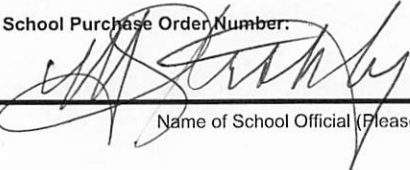
Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number:

5/29/25

Name of School Official (Please Print)   Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC |

Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE:	05/28/2025	ACCOUNT NAME: Oakland Military Institute		EXPIRATION DATE:	09/30/2025
QUOTE NUMBER:	BBALL-05272025064043-001-DAG	ACCOUNT #: 182711		PAGE #:	3

Mc Graw Hill

Because learning changes everything.

ORDER FORM FOR:

Oakland Military Institute

3877 LUSK ST

OAKLAND, CA 94608

ACCOUNT NUMBER: 182711

SUBSCRIPTION/DIGITAL CONTACT:

Carlos Rodriguez

crodriguez@omiacademy.org

510-594-3992

CONTACT:

Cynthia Murphy

cmurphy@omiacademy.org

510-594-3931

SALES REP INFORMATION:

Bria Ball

bria.ball@mheducation.com

(323) 351-4121

Section Summary	Product Subtotal
2026 Oakland Military Institute Achieve Literacy	$6,904.40
PRODUCT TOTAL*	$6,904.40
ESTIMATED S&H**	$0.00
ESTIMATED TAX**	$0.00
GRAND TOTAL*	$6,904.40

* Prices are valid through September 30th. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

25-26
130 Achieve literacy

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC |

Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE:	05/28/2025	ACCOUNT NAME: Oakland Military Institute	EXPIRATION DATE:09/30/2025
QUOTE NUMBER:	BBALL-05272025064043-001-DAG	ACCOUNT #: 182711	PAGE #: 1

Mc Graw Hill
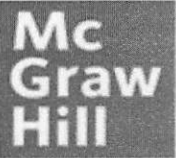
Because learning changes everything.

Product Description	ISBN	Qty	Unit Price	Line Subtotal
2026 Oakland Military Institute Achieve Literacy				
ACHIEVE 3000 BOOST STDALN 1 YR PRODUCT	978-1-26-607976-4	130	$50.88	$6,614.40
LIT SITE SETUP SUPPORT 1YR BUNDLE	PLSSFEE.1	1	$290.00	$290.00

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC |
Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE:	05/28/2025	ACCOUNT NAME: Oakland Military Institute		EXPIRATION DATE:09/30/2025	
QUOTE NUMBER:	BBALL-05272025064043-001-DAG	ACCOUNT #: 182711		PAGE #:	2

Pacific Northwest Publishing, Inc.   dba
Ancora Publishing
Safe & Civil Schools
21 West 6th Avenue
Eugene, OR 97401-2605

Invoice

Date	Invoice #
6/3/2025	**119383**

Bill To
Oakland Military Institute College Prep Accounts Payable 3877 Lusk St Oakland, CA 94608

Ship To
Oakland Military Institute College Prep Carlos Rodriguez 3877 Lusk St Oakland, CA 94608
42109

P.O. Number	Terms	Due Date	Ship	Via	Ship Acct #	Code #	Project
PO25-00170	Net 30	7/3/2025	6/3/2025	UPS			Oakland Mi...

Quantity	Item	Description	Price Each	Amount
1	TQPU1 SCHL	Third Quest Parallel Universe Season 1 - SCHOOL EDITION (one year of access to streaming video content for a single school site) School Name: Oakland Military Institute College Prep Site Coordinator Name: Ralston Tuason Email: rtuason@omiacademy.org License End Date: August 1, 2025 to July 31, 2026	350.00	350.00
1	113-6	978-1-59909-113-6 Third Quest Parallel Universe Season 1 Coach's Guide	50.00	50.00
20	114-3	978-1-59909-114-3 Third Quest Parallel Universe Season 1 Student Logbook	45.00	900.00
1	Ship	Shipping - Standard Ground - 7% ($5 minimum)	66.50	66.50
		Sales Tax	97.38	97.38
1	Shipping Details	Shipped On: 06/02/2025 Total Shipment Weight: 19.45 Carrier Service: UPS Ground Pack: Tracking #: 1ZV900Y20397263763	0.00	0.00

	Total	**$1,463.88**

Ancora Publishing
Phone: 541-345-1490
Toll Free: 1-866-542-1490
FAX: 541-345-1507
www.ancorapublishing.com

Safe & Civil Schools
Phone: 541-345-1442
Toll Free: 800-323-8819
FAX: 541-345-6431
www.safeandcivilschools.com

Pacific Northwest Publishing, Inc.   dba

Ancora Publishing
Safe & Civil Schools
21 West 6th Avenue
Eugene, OR 97401-2605

Invoice

Date	Invoice #
5/30/2025	**119339**

Bill To	Ship To
Oakland Military Institute College Prep Accounts Payable 3877 Lusk St Oakland, CA 94608	Oakland Military Institute College Prep Carlos Rodriguez 3877 Lusk St Oakland, CA 94608
	42088

P.O. Number	Terms	Due Date	Ship	Via	Ship Acct #	Code #	Project
PO25-00168	Net 30	6/29/2025	5/29/2025	UPS			Oakland Mi...

Quantity	Item	Description	Price Each	Amount
3	089-4	978-1-59909-089-4 The Third Quest Teacher Materials (includes one set of Student Materials)	831.25	2,493.75
70	090-0	978-1-59909-090-0 The Third Quest Student Materials (single set)	71.25	4,987.50
1	Ship	Shipping - Standard Ground - 7% ($5 minimum)	523.69	523.69
		Sales Tax	766.83	766.83

	Total	**$8,771.77**

Ancora Publishing

Phone: 541-345-1490
Toll Free: 1-866-542-1490
FAX: 541-345-1507
www.ancorapublishing.com

Safe & Civil Schools

Phone: 541-345-1442
Toll Free: 800-323-8819
FAX: 541-345-6431
www.safeandcivilschools.com

Coversheet

After School Education and Safety Plan (ASES)

Section: III. Approval of Consent Items
Item: D. After School Education and Safety Plan (ASES)
Purpose:
Submitted by: Jonathan Pike
Related Material: ASES_PLAN_2025.pdf

BACKGROUND:

The ASES grant supplements funding for our After School Program. We are entering our last year of a 3-year grant cycle. Each year, we are required to approve an ASES plan. OMI collaborated with HOTE, our STEAM vendor, on the plan.

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the Board approve this ASES grant plan for 25-26 school year.

AFTER SCHOOL EDUCATION AND SAFETY

PROGRAM PLAN

Prepared by:

Oakland Military Institute, College Preparatory Academy

Oakland Military Institute

3877 Lusk Street

Oakland, CA 94608

510-594-3900

Approved:

1

Revised December 2022
Revised April 2025

After School Program Plan Oakland Military Institute

Overview:

· Grant Identification Number: 01-23939-C349-EZ

· County District School (CDS) Code: 01612590130617

· Authorized Signatory:

> CMSgt (CA) Thomas L. James
> Chief Business Officer
> 3877 Lusk Street
> Oakland, CA, 94608
> (510) 594-3900
> tjames@omiacademy.org

· Superintendent:

> Dr. M.E. Streshly, Ed.D.
> Superintendent
> 3877 Lusk Street
> Oakland, CA, 94608
> (510) 594-3900
> mstreshly@omiacademy.org

· Co-Applicant:

> Hands on Technology [HOTE] - HOTE

Name(s) of After School Program Site(s)

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

Site Name	Projected Daily Attendance
1. Oakland Military Institute	100

2

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

Target Population	Percentage of School Population
Ø Black or African American	12%
Ø American Indian or Alaska Native	0.1 %
Ø Asian	13%
Ø Filipino	1 %
Ø Hispanic or Latino	62%
Ø Native Hawaiian or Pacific Islander	0.3 %
Ø White	1%
Ø Two or More Races	5.0%
Ø Other	6 %
Ø Socioeconomically Disadvantaged	84%
Ø English Learners	46%
Ø Students with Disabilities	16%
Ø Foster Youth	0.3 %

Introduction

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

OMI-After School Program (OMI-ASP) began a partnership with Hands-On Technology Education (HOTE) to provide after school programming that included STEAM expertise in the Spring of 2021 and continues that partnership through 2025-2026 academic year.

Jointly the ASP (OMI-ASP + HOTE) provide learning goals, STEAM (Science, Technology, Engineering Arts, & Math) opportunities, and activities that are tailored specifically for the middle

3

school age students to receive and obtain theoretical and hands-on application of STEAM Concepts and Careers in fields such as Computer Science, Electrical Engineering, Biology, Mathematics, Arts, & Digital Media. Learning goals are customized and optimized into segments configured for the the attention span and needs of our students. In particular, curriculum emphasis and customization takes into account, incoming student ages, prior experience, skill level and classroom teaching size for a particular subject matter To complement the STEAM focused activities, the ASP (OMI-ASP + HOTE) also provides additional after school activities to engage students in the form of intramural sports, interest clubs and academic recovery. Through the support of the After School Education and Safety (ASES) Grant, the ASP able to support 6th-8th grade student achievement in the Four Pillars for Success with a free, comprehensive after school program aligned with the Quality Standards for Expanded Learning Programs in California.

For the length of this document, the acronym "ASP" infers "after-school programs" as whole and refers the joint effort that the ASP are taking to ensure successful outcomes for it's students whereas particular responsibilities by HOTE or OMI-ASP will be denoted as such. This Program Plan is prepared to effectuate, and is intended to be consistent with, the Contract and Services Agreement ("Agreement") between HOTE and OMI executed on February 13, 2025, which governs the terms of the parties' relationship. To the extent any terms between the Program Plan and the Agreement are inconsistent or are in conflict, the Agreement governs.

1—Safe and Supportive Environment

· If the program will be located off campus, describe how students will travel safely to and from the program site.

· Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

· Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

Between 2:40 and 6:00pm, unsupervised teens are three times more likely to experiment with drugs, alcohol and other unsafe activities than their supervised peers. To address the needs of these youth, the ASP provides a STEAM focused after-school programming alongside academic tutoring , special interests clubs and sports infusion including recreational/intramural sports options.

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

4

The ASP adheres to a 20:1 ratio includes no-more then 1 on-site program manager from OMI or HOTE that bears the responsibility for a particular program day. Should there be more than 20 students in a class, the ASP program adds additional staff members and properly screened volunteers to maintain prescribed ratios and coordinates with the After School Program Manager if additional coverage is necessary. OMI staffs after school security, check in and tutorial staff to support the the ASP. As an organization, we have adopted an official "Never Alone Policy", ensuring that a single adult staff member is never alone with a single participant at any point in the program day. The school follows all mandated safety requirements as updated annually that is adopted by the School Board, which can be found on our website under the accountability tab. In addition to referencing and reviewing guidelines, the ASP, in partnership with OMI military and security staff, have adopted a wide range of program operations requirements that provide a safe and healthy climate and culture for staff and students alike.

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

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

2—Active and Engaged Learning

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

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

> a. *Provide positive youth development.*
> b. *Provide hands-on, project-based learning that will result in culminating*

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products or events.

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

Each day, the ASP programs consist of a selection of academic support, hands-on STEAM activities, and enrichment activities.

- Academic support generally begins immediately following the end of the school day. All ASPOMI-ASP and HOTE students are brought to the classrooms immediately following the final school bell.

- ASP STEAM sessions and enrichment classes generally follow the academic support portion of the program but also can be done in parallel depending on student needs and/or school-day/ASP logistical needs

The ASP works with qualified instructional staff members to provie hands-on support toparticipants. Staff members include credentialed teachers , trained/experienced youth programs staff, and subject-matter experts in selected areas. The ASP staff members also work with the school's credentialed teachers to ensure that program activities support regular school day learning goals and objectives. The academic support portion of the program at OMI is facilitated in collaboration with school day teachers to improve the likelihood of homework completion, provide individualized instruction, and better align after school practices with the school day. Additional academic support/tutoring is offered during the enrichment portion of the program as needed according to the program schedule.

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

Enrichment activities are in the form of our Specialized Workshops, Activity Stations, Sports and Special Interest Clubs. Students choose amongst available indoor and outdoor activities each day to provide a holistic experience each ASP day A selection of the activities planned for the ASP include:
· Academic Readiness:

- Homework Assistance
- Academic Enrichment / Project-Based Learning
- Credit recovery
· Sports and Intramurals:

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- Ultimate Frisbee
- Volleyball
- Dodgeball
- Indoor Soccer
- Badminton
- Flag Football
- Soccer
- Basketball

· STEAM Programming:

- Coding
- Robotics
- Video Game Design
- BioTechnology & Forensic Science

- Virtual Reality Exploration
- Tech Entrepreneurship (Shark Tank Challenge)
- Digital Media Arts: Photography, Video, and Social Media
- Sustainable Agriculture
- Food Science

· Visual and Performing Arts:

- Acrylic Painting
- Calligraphy
- Basic Comic Book Illustrating
- Basic Sculpture

· Career Exploration Experiences & Life Skills:

- Entrepreneurship

- Career Talks
- Field Trips & Sports Experiences

- ,Visual and Performing Arts Career Talks

All the ASP STEAM & enrichment programs are designed to support positive youth development, skill building, youth voice and leadership, healthy choices and behaviors, social emotional learning, and college and career exploration. An instructor can dramatically improve an experience by making the whole experience follow a learning cycle.

For HOTE's STEAM sessions, they use the 5E (Engage, Explore, Explain, Elaborate, Evaluate) teaching and learning model that helps trigger conceptual change . In this model, students are provided with opportunities to connect new information to what the students already know (engage) and involve them early in enriching activities that relate to concepts. The process also allows students to construct their own explanations using their own schemas or patterns of thought. See: SDCOE, 5E Model: https://www.sdcoe.net/ngss/evidence-based-practices/5e-model-of-instruction

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

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Positive Environments + Positive Relationships + Positive Experiences
= Positive Youth Development

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

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

3—Skill Building

· *Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.*

· *Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.*

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

· Making Positive Choices: We teach youth how to make the best decisions for their future, whether in academics, health, or their personal life. For most middle school students, college and careers seem like the distant future. We help them understand how the decisions they make today will affect their long-term trajectory.

· Building Meaningful Relationships: Our students often tell us that they sign up for the ASP because of the activities, but stay for the meaningful relationships they develop with our staff and mentors. Mentoring, at its core, gives youth the guarantee that there is someone who cares about them, assures them they are not alone, and helps them feel like they matter.

· Fostering a Growth Mindset: This mindset increases students' academic tenacity and helps them view failures not as a reflection of their abilities, but as challenges that can be overcome. By helping students understand that persistent effort leads to success, we help them build the confidence and motivation to aim high in school and life, and overcome any obstacles they might come across.

· Developing Social Emotional Workplace Skills: We support our students' development of critical workplace "soft skills" such as teamwork, iterative thinking, self-efficacy, and growth mindset, or learning from failure. the ASP complements social emotional skill development with program components in our STEM, career exploration, and academic programs that

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help our students also build the "hard skills" necessary to be successful in their college and career endeavors.

· Becoming Community Leaders: To enhance student achievement, help students develop as leaders, and inspire them to be active and responsible members of the community, the ASP helps students design and lead their own service learning projects throughout the school year. By giving our students the opportunity to give back to their communities, they become empowered as leaders and agents of change.

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

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

critical life skills through a core competency development focus and activities intentionally

helping youth grow skills and worked toward mastery of those skills

The ASP use a comprehensive approach to meet these outcomes. de Daily learning in the following categories: STEAM Activities, Sports, Academic Readiness, Social & Life Skills, Career Explorations, and Special Interest Clubs ;During the ASP these offerings supplement school electives by making similar subjects available to middle school students as their high school counterparts or offering activities students do not have during the school day such as coding and a makerspace.

We also embrace the military theme of the school by providing opportunities for students to stay after school to practice drills, which saves instructional time and allows students to advance ranks more quickly. Lastly, the ASP will provide support for students to have intramural and competitive middle school sports teams (football, soccer, and basketball) when applicable with respect to logistics, space and student interest in activities.

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

These 4 focus areas are described below:

1. Sports and Intramurals: In order to equip our students with the motivation and confidence necessary to alter their existing habits and make healthier choices, the ASP provides children with regular access to structured physical activity and nutrition education. We give youth the opportunity to participate in high-quality activities that are often inaccessible to low-income families. After-school programs like ours are often

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kids' only physical activity in a day. Additionally, the programming is rooted in sports-based youth development philosophies, helping kids develop SEL skills through athletics. Our staff mentors deliberately teach soft skills like leadership, teamwork, resilience, determination, confidence, accountability, respect, and work ethic through all our sports activities. Activities include competitive sports, recreational sports, and nutrition.

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

3. STEAM Activities: Through our STEAM programming, the ASPstrives to eliminate disparities in access and exposure to STEM fields that exist between advantaged students and students from low-income backgrounds.The ASP's role in addressing the STEM gap has four components:

   1 Programs target low-income students of color in urban areas – the very students who are most in need of a strong educational STEM foundation to catch up with their more affluent peers and bridge the STEM divide.

   2. Second, the ASP plays a critical role in educating students about math and science classes needed to graduate high school and be qualified for admission to college STEM programs. Experiences and applications of STEAM give them the skills and knowledge to excel in those classes.

   3. hrough connecting students with community leaders, mentors, and role models in the STEM sector, the ASP inspires students to consider pursuing STEM career paths. Through this component, students engage in learning experiences that promote the 4 C's of 21st Century Learning (Collaboration, Communication, Creativity, and Critical Thinking).

   4. Visual & Performing Arts: This component plays a vital role in helping our youth self-express, gain confidence, build empathy, and explore social justice, race, and equity. Art serves as an outlet for emotion, helping students process both positive and negative events in their lives. the ASPOMI-ASP and HOTE also teaches students how to use art to use creative expression to present their thoughts and feelings to others. Students can develop skills in areas they are

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passionate about in a safe, supportive environment. Students have the opportunity to participate in classes around design, fashion, music, drama/theater, graphic arts, photography, and mural art.

4. Career Exploration Experiences: This component solidifies connections between students' academic work, their passions, and possible career paths through field trips to colleges and work sites, job-shadowing, informational interviews, resume workshops, and mentors that help students define and develop their career goals. Many professionals in the community provide career mentoring for our youth, and typically have similar upbringings to the ASP students, which allows them to serve as excellent role models to help our students see themselves in these future careers. Through workplace visits, role-playing, interviews with guest speakers, and educational workshops, students learn appropriate workplace behavior. Additionally, students practice drafting a resume and interviewing for jobs, conducting meetings, making presentations, basic phone and written communication, and many more skills not taught at school or at home. Our career exploration curriculum also supports our student's development of critical workplace soft skills such as teamwork, problem-solving, communication, and how to keep a growth mindset. We help students understand that these skills are just as important as the more tangible hard skills and academic knowledge that bolsters a resume; soft skills are what will allow them to not just obtain a job, but to retain that job and turn it into a career.

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

4—Youth Voice and Leadership

· *Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.*

· *Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.*

· *Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).*

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

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The ASP staff administers surveys throughout program year and sends the results to the ASP Program Managers team. The Program Managers   compile, clean, and analyze the data. They then provide actionable, data-informed feedback, which the ASP uses to inform and improve programs going forward.

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

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

5—Healthy Choices and Behaviors

 · *Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.*

 · *Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.*

 · *Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.*

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

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

through programs for students after the school day. In the event that these items may be added in the future, they shall meet the applicable Smart Snacks in School nutrition and the CDE competitive food and beverage standards.

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The ASP aims to use foods and beverages, especially those that meet nutrition standards , and will not withhold food or beverages (including food served through school meals) as a punishment.

The ASP aims to limit celebrations that involve food during the after school program to no more than one party per class per month. Each party should limit food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

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

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

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

To help our students get on track to live healthy, active lives, the ASP offers the following components in our Sports and Intramurals Programming:
- Organized, Active Play: The ASP offers a diverse range of physical activity, including basketball, dance, soccer, flag football, volleyball, and more. Our wide variety of physical activities are designed to help all our students become active and engaged, regardless of physical ability or competitive drive. Some of these activities are organized into highly competitive intramural leagues for team sports that culminate in tournaments, whereas others are more focused on merely introducing youth to new forms of active play.
- Nutritional Education: We offer nutrition choices and food sciences activities that show students how to how to eliminate poor food choices and/or substitute them with healthier options. The ASP provides opportunities for students to share what they learn with their families through take-home recipes or family engagement nights, extending

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healthy eating practices to the wider communities we serve.
- Social-Emotional Learning (SEL): STEAM , Sports, & Interest Clubs programming is rooted in promoting SEL through group activities, feedback and sharing of experiences. We deliberately teach soft skills like leadership, teamwork, resilience, determination, confidence, respect, and work ethic through all of our sports activities. Our programming also works to engender a growth mindset in all our students; a growth mindset is the belief that the ability and competence to grow comes through perseverance and consistent effort over time. Achieving this view helps youth view life's failures not as a reflection of their abilities, but as challenges to be overcome.

The daily snack at the ASP contains options for students to receive full servings of any three of the following four food components: · Fluid milk;
· Protein;
· Fruit, vegetable, or 100% juice; and
· Grain or bread product.

6—Diversity, Access, and Equity

· *Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.*

· *Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.*

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

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

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

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

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

For us, Access means that we understand and prioritize enrollment for underserved or at-risk

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populations. First priority for enrollment of students in the after school program shall be given to homeless youth and students identified by the program as being in foster care and second priority shall be given to middle school and junior high students who attend the program daily.

- In partnership with OMI, our academic intervention staff includes multiple bilingual personnel [paid and volunteer], often students from nearby UC Berkeley, to work with our English Learners. The bilingual aides receive language development training from OMI's EL Program Coordinator.
- Our OMI-ASP program manager works closely with the HOTE ASP coordinator, Academic Student Group (ASG) leads [grade level team leaders who collect data on focus students and oversee academic contracts and after school progress], academic counselors and student case managers to ensure students receive the support and accommodations necessary to fulfill Individual Education Plan (IEP) goals*. ASG grade level teams meet weekly on Wednesdays and review student progress, including attendance, behavior and progress data as provided by the HOTE program coordinator to the ASG leads.
- HOTE's program coordinator is provided access to AERIES and Google classroom in order to monitor student progress, gather daily assignments and communicate directly with teachers and case managers. HOTE's leadership team meets quarterly with the OMI leadership team to ensure student academic and SEL goals are being met.
- OMI-ASP hosts several assemblies with inspirational speakers discussing exciting careers in STEAM fields using demonstrations and personal stories from inner city Oakland, Los Angeles, and San Diego.
- OMI-ASP uses its "project-based" approach to help students access their individual interests and creative genius through activities that ask them to engineer solutions to problems at home and in their community and also express artistically how they see themselves and their cultures in their communities and the world around them.
- OMI-ASP uses a panel of community, industry, parent and religious leaders to provide a receptive audience and constructive feedback to the students' "shark tank" exhibition experience for their art and tech entrepreneurship. Tech entrepreneurship model is designed to give agency to students and empower them to be change agents in their communities by allowing them to see themselves in STEAM fields [often perceived as inaccessible to communities of color] and having fun and experiencing successes.
- OMI-ASP offers a variety of intramural activity opportunities in response to student interests and accessibility needs from soccer, basketball and volleyball to badminton, kickball, modified indoor sports, e-sports and board games.

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

7—Quality Staff

· *Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.*

· *Describe the planned recruitment and hiring process for staff and how their*

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experience, knowledge, and interests will be considered.
· Describe the type and schedule for the continuous professional development that will
be provided to staff.

· Provide descriptions of the services provided by sub-contractors, if applicable. An
organizational chart is recommended.

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

- Train staff in effective safety and health practices.

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

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

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

Staff are required to work cooperatively and collaboratively with school district staff, program
staff, parents, and community leaders. the ASP strongly prefer staff to have previous
familiarity with quality criteria for after school programs, youth development principles, and
middle school aged youth. All the ASP staff members must review and fill out the following
documents: Emergency Contact Form, Whistleblower Policy, Social Media Policy, Child
Abuse Reporting Policy, Conduct Policy for Adult/Student Interactions, Computer Tech Policy,
Employee Privacy and Confidentiality Agreement, Family Educational Rights and Privacy Act,
State Background check, and the the ASP Employee Handbook. Next, all program staff
employed by the ASP participate in a y orientation seminar to build shared skills, language,
and understanding of the ASP policies. When a new staff member is assigned to the school
site, they initially observe a more senior staff member performing similar duties.

Once they take charge of their own class or activity, staff receive regular coaching in real time from
their supervisor. This coaching consists of four parts: Modeling, Side-by-Side Coaching, Formal
Observation, and Action Planning. This process is cyclical and repeats every month for every
employee. Throughout the year, program staff participate in formal training sessions outside of
program time. Staff development days, school breaks, or program closures can be leveraged for such

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training. Usually one all-day session occurs in the fall and winter, while a multi-day session occurs during Spring Break. Training topics may vary, but often include:

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

The ASP offers several opportunities for professional growth. Program positions include Site Program Manager, Instructor Levels (I & II) , Counselors, , and various administrative support and leadership positions.

Below are positions specific to direct program support:

· Program Director: The Program Director reports to and works closely with the Executive Director (ED). In small or new partners, the Executive Director may temporarily serve as the Program Director. General responsibilities include overall program management and leadership, and the strategic development, growth, and monitoring of all school sites for a given city/chapter. The Program Director also works with Program Coordinators to build and implement best-in-class systems, processes, procedures, and tools to support site level operations, hiring of staff, development of overall program quality, and management of program partners and stakeholders.

· Program Manager(s) (Site Coordinator) r: The Program Manager (Site Coordinator) oversees individual program sites, supervises and supports a combination of paraprofessional, college-aged staff and certified school day teachers, works in conjunction with school day administration to offer responsive programming based on student interest and core day needs and initiatives, ensures alignment with core day academic goals, and preserves the organizational mission in programming aspects. The Site Program Coordinator also oversees program staff management (i.e., coaching, professional development, and training) for their group of staff and reports back to Program Administration

· Instructional STaff : Reporting to the Site Coordinator, Insturctional Staff   responsible for developing lesson plans, managing classrooms, ensuring the safety of students, and facilitating daily implementation of each program. Programs may include, but are not limited to: Sports, STEAM, Coding, Food Science & Nutrition, Outdoor Education, Photography, and Creative Arts

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

Background checks may include, but are not limited to:

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

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

8—Clear Vision, Mission, and Purpose

 · *Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.*

 · *Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.*
· *Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.*

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

   The ASP's core is on STEAM & Computer-Science fundamentals, such as coding and data science as we have found that these skills allow students to function well in any career of choice. Workshops add in-depth Computer Science objectives, along with Electrical Engineering inspired projects (e.g. circuit design), and dedicated time to increase typing proficiency but also expand to other STEAM areas such as Biotechnology, Agriculture, Arts, & Digital media in order to show how technology helps drive the world in many different facets. Our learning is primarily accomplished through short presentations on learning topics, tutorial based projects, and exploration time with mobile devices.

   Learning goals are broken up into segments that are optimal for the attention span and needs of our students. Equally, our curriculum is customized based on each student's age and

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experience/knowledge levels of the subject. For example, Computer Science and Electrical Engineering topics covered within our curriculum can include:

Typing

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

Electrical Engineering

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

Computer Science

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

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

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

Of the students we serve at 92% unduplicated count, which includes low income, foster youth,

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and English Learners. OMI ASP serves communities like this because we believe that all children deserve equal opportunities to explore their interests and develop their strengths. The programs provided by The ASP would otherwise be out of reach for the families we serve, as a single extracurricular activity can cost up to $600 - $1000 per year. Yet these experiences are critical to youth development, as studies have shown that the skills, habits, connections and knowledge kids develop through extracurricular activities help them gain self-esteem and resilience and decrease the likelihood they will engage in risky behavior (Wong, 2015). The ASP programs ensure that all students are given equal chances to grow and thrive.

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

· Objective 1: Students will be academically engaged with high self-efficacy

> o Outcome: 70% of participants will agree that they can do well in school even if it's challenging

· Objective 2: Students engage in daily moderate to vigorous physical activity

> o Outcome: 70% of participants will engage in 1 hour of moderate to vigorous physical activity an average of 3 times per week

· Objective 3: Students will develop career aspirations thru speakers from different career fields

> o Outcome: 70% of participants will demonstrate confidence in their ability to understand and navigate career pathways

· Objective 4: Students will view themselves as leaders and agents of change thru business related challenges

> o Outcome: 70% of participants will agree they can make a positive difference in their community

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

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

9—Collaborative Partnerships

· Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

· List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service

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providers, in-kind, etc.).

> · *Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.*

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

An example of some of the agencies we have partnered with include

· Finance Fridays: Finance Friday is an educational platform dedicated to teaching the masses about entrepreneurship, business and finance from a diverse perspective. This perspective necessitates a communal approach to growing wealth as opposed to the mainstream understanding that focuses on the individual.

· Tribe Dance Crew: Tribe Crew was founded by Stuck Sanders and co-founded by Alee Martinez in late 2015, with the goal of simply creating a safe space for their community to dig deeper into the movement and different styles behind Hip Hop street dance and choreography. They began to explore the World of Dance competitions, battles, and performances to gain not only experience but a sense of teamwork and togetherness.

· Oakland A's: The Oakland Athletics are an American professional baseball team based in Oakland, California. The Athletics compete in Major League Baseball as a member club of the American League West division. The team plays its home games at the Oakland Coliseum. HOTE has partnered with the Oakland A's to provide opportunities for the ASP students to watch and participate in baseball games at the Oakland Coliseum.

· National Society of Black Engineers (NSBE): NSBE is an International Organization with collegiate and professional chapters across the country, as well as in Africa. We collaborate with local Bay Area NSBE chapters to provide mentors, guest speakers, and corporate support from internal company NSBE Chapters. The organization's goal is to help over 10,000 Black Engineers graduate by 2035.

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

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· Oakland Fund for Children and Youth (OFCY): This local government initiative provides matching grants to HOTE grantees in Oakland, CA. With a matching grant the program would
achieve greater sustainability. HOTE would be able to increase wages for full and part time staff as well as invest in program supplies that would support more innovative programs.

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

10—Continuous Quality Improvement

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

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

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

· Decrease line staff turnover via staff recruitment and retention strategies

· Improve content delivery via additional high-quality curricula and increased instructional support for line staff

· Deepen focus on youth competency (internal attribute development) and mastery (knowledge/skill gain) through programs and assessment

 Corresponding strategies for these three key goals are described below:
· Recruitment and retention: Previously described in section 7: Quality Staff

· Improve Content Delivery: As a part of our strategy, OMI-ASP will work with the core HOTE

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Curriculum Development Team to enhance and expand our curriculum. The HOTE Curriculum Development Team will draw data and best practices from the HOTE network to help the HOTE Bay Area team assess and improve our existing curriculum. This effort will go hand-in-hand with increased instructional coaching at the implementation staff level. We will also improve content delivery through the continuation of our (Continuous Training Program) CTP efforts.

· Deepening Focus on Youth Competency and Mastery: Alongside the roll-out of the above-mentioned additional program curricula, OMI will work with HOTE will begin piloting the use of enhanced program assessment measures to reflect a shift toward competency (internal attribute development) and mastery (knowledge/skill gain) in our programming.

Historically, the ASP has focused on measuring student self-perception of growth and development at two points in time, the beginning and end of the school year, via our pre- and post- program surveys. As part of the initiative, the ASP intends to modify the frequency of our program assessments, as well as what we assess.

We will pilot the use of class-level assessments, in addition to our annual pre- and post-surveys, to measure the impact of individual the ASP courses within our comprehensive after school program model. Via the pilot, each the ASP class will be tied to assessments and programmatic objectives. We will assess the knowledge and skills gained by students, as well as measure which content, training, and instructional practices are most effective. By tying competency and mastery skill development to individual teachers and curricula, we can determine what works, and in which contexts, and adjust in close-to-real-time throughout the school year to ensure we are constantly improving our programming and best serving our students.

The **Continuous Training Program** [CTP] is a crucial aspect of being part of the ASP This program cultivates the ASP culture of excellence in teaching. This is the ASP's way of supporting teacher readiness and continuous teaching improvement.

What is the content of the CTP?
  - Technical Content
      - CTP Training Checklist - Each member of the OMI & bPartner Agreement TBD team will accomplish training modules as the year progresses. Deadlines for this will be personalized to ensure efficiency and ownership of professional development goals.

  - Pedagogy
      - Part of CTP is supporting all our teachers in being better teachers in and out of the classroom. This is the part of CTP that covers topics such as classroom management, reflective teaching, behavior management, teaching the adolescent age, and the like.

      - Performance Evaluation Guide - Details of this document comes from the Program Coordinator's observation of teachers' performance during OMI ASP programs (ASP, Summer Camps, etc)

      - Performance Goals - Based on discussed observation notes, the Program

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Coordinator and the teacher will set specific performance goals that will be discussed thoroughly as the program rolls out.

What materials will be used for the CTP?
- Reading materials, STEAM supplies, and videos will be given to all participants of CTP.

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

11—Program Management

· Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

· Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

· Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

· Describe the system in place to address the following program administration requirements:

      o *Fiscal accounting and reporting requirements.*

      o *Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]).*

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

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

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

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administration.

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

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

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

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

OMI-ASP Staff includes:
● Program Manager
● After School Aides
● Campus Security
● Outdoor Activities/Coaching Staff
● Military Cadre Support

HOTE management includes Instructional Staff, Site Coordinators, Curriculum Leads, Program Managers, Director, HR Manager and the Program or Executive Director.

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

Local match funding is a mix of direct investment from the school's general fund, federal reimbursement, and state supplemental funding. The school provides the facility and the reimbursable snack daily. Based on historical data, OMI should be able to match no less than $55,000 annually to support the operational costs of the ASP. In the 2024-2025 fiscal year OMI contributed the following to match the HOTE grant:

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Source	Category	In-Kind Amount
Oakland Military Institute [OMI]	Facilities	$16,000
Oakland Military Institute [OMI]	Classified Salaries [security/tutors]	$19,200
Oakland Military Institute [OMI]	Certificated Salaries [teachers]	$15,000
Federal Reimbursement	Snack Expense	$6,400
Oakland Military Institute [OMI]	Administrative Costs [accounting, personnel]	$3,000
		Total $59,600

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

12-Sustainability

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

The ASP operations are particularly sustainable due to our structure: we are a local chapter of a central network. We operate under the central organization, while retaining local staff, operating budget, leadership, and board. The core OMI-ASP and HOTE teams offers a wealth

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of expertise in program implementation, evaluation, fundraising, and office operations. Under this structure, OMI-ASP and HOTE can concentrate on running effective programs and building strong community partnerships. Our operations are also sustained by collaborations with schools. We operate directly from school sites, enabling our programs to leverage resources like supplies, meeting space, and school-day staff. Through these partnerships, OMI-ASP can operate efficiently with low overhead.

OMI-ASP and HOTE ensures the long-term sustainability and financial viability of our operations through: 1) Continually cultivating a pool of strategically aligned donors (corporate, foundation, individual, and event revenue streams); 2) Building a group of core, sustaining partners, with a focus on multi-year commitments and long-term funding relationships; 3) Engaging new corporate and foundation funders to expand our revenue base.

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

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Coversheet

Restricted Fund Plans/ Prop 28 Annual Report

Section:	III. Approval of Consent Items
Item:	E. Restricted Fund Plans/ Prop 28 Annual Report
Purpose:	
Submitted by:	
Related Material:	OMI-Prop 28 Annual Report FY25.pdf
	OMI-Prop 28 Certification FY25-JW-20250113 (1).pdf

BACKGROUND:

Prop 28 is annually required to be approved. This is how OMI is spending art and music funding. See attachment for funding breakdown.

Proposition 28: Arts and Music in Schools Funding Annual Report

Fiscal Year 2024-25

Name: Oakland Military Institute, College Preparatory Academy
CDS Code: 01-61259-0130617
Charter School Number: 349
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

With the Prop 28 funds, we were able to continue our expanded art and music offerings. We also purchased art supplies, musical instruments, and materials for a new STEAM program.

2. Number of full-time equivalent teachers (certificated).	0.6
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	70
6. Number of school sites providing arts education.	0
Date of Approval by Governing Board/Body	6/12/2025 12:00:00 AM

Annual Report Data URL

https://www.oakmil.org/apps/pages/accountability

Submission Date 6/3/2025 5:57:55 PM

California Department of Education   Page 1 of 1   Printed: 06/03/2025, 17:57:59

Proposition 28: Arts and Music in Schools Funding
Annual Certification Requirements

Name: Oakland Military Institute, College Preparatory Academy
CDS Code: 01-61259-0130617
Charter School Number: 349
Allocation Year: 2024-25

As a condition of receipt of funds pursuant to [Chapter 5.1 of Part 6 of Division 1 of Title 1 of the Education Code (EC)](#) (Section 8820 et seq.), subdivision (g) of EC Section 8820 requires a local educational agency to annually certify to the following:

(1) Certify that all Arts and Music in Schools funds received in the current fiscal year will be used to provide arts education programs, and that Arts and Music in Schools funds expended in the prior fiscal year were, in fact, used for those purposes, except as provided in paragraph (3). For local educational agencies with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction and that the remaining funds will be used for training, supplies and materials, and arts educational partnership programs unless waived pursuant to subdivision (h) of EC Section 8820.

(2) Certify that such funds received in the current fiscal year will be used to supplement funding for arts education programs and that funds expended in the prior fiscal year were, in fact, used to supplement arts education programs.

(3) Certify that no more than 1 percent of funds received in the current fiscal year will be used for a local educational agency's administrative expenses to implement this chapter and that funds received in the prior fiscal year were, in fact, used within that limit.

☑ **By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.**

Submission Date   1/13/2025 4:23:38 PM

Coversheet

Williams Act Curriculum List

Section:	III. Approval of Consent Items
Item:	F. Williams Act Curriculum List
Purpose:	
Submitted by:	Jonathan Pike
Related Material:	OMI_Instructional Materials List_25-26 - Sheet1 (1).pdf

BACKGROUND:

Under the Williams Act, LEAs must approve and curriculum list [core texts only, the list does not include all supplement texts and resources] annually if they have been identified for monitoring.

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the Board approve this curriculum list for the 25-26 school year.

Textbook Title	Publisher	ISBN (optional)	Low Grade	High Grade	Digital Material (Yes/No)	Spanish (Yes/No)	Teacher Created Material (Yes/No)	Adoption Date/Year
English Language Arts & English Language Development (ELD)								
National Geographic Inside the USA	Cengage		6	12			No	8/19/2022
Springboard 12 (Common Core Edition) (Senior English) (P)	Collegeboard	9.78E+12	12	12	Yes		No	8/19/2022
Grade 7 Common Core Literature (Blue)	Pearson Prentice Hall	978-0-13-326818-8	7	8	No	No	No	8/1/2022
Fundamentals Level A	National Geographic Learning	978-1-2854-3709-5	6	8	No	No	No	8/1/2022
Fundamentals Level A Workbook	National Geographic Learning	978-1-2854-3894-8	6	8	No	No	No	8/1/2022
Fundamentals Level B Textbook	National Geographic Learning	978-1-2854-3710-1	6	8	No	No	No	8/1/2022
Fundamentals Level B Workbook	National Geographic Learning	978-1-2854-3895-5	6	8	No	No	No	8/1/2022
Cengage Learning/National Geographic Learning Edge Interactive Practice Book Orange	Cengage Learning/ National Geographic Learning	978-1-2854-4006-4	9	12	No	No	No	8/1/2022
Cengage Learning/National Geographic Learning Edge Interactive Practice Book Blue	Cengage Learning/ National Geographic Learning	978-1-2854-4342-3	9	12	No	No	No	8/1/2022
Common Core Literature	Pearson Prentice Hall	978-0-13-326821-8	12	12	No	No	No	8/1/2022
SOAR Study Skills	Grand Lighthouse Publishing	0-9774280-0-1-0-0-0	6	12	No	No	No	8/25/2022
Mathematics								
Springboard Math Precalculus (P)	Collegeboard	7.81E+11	12	12			No	8/19/2022
CA Algebra I	Pearson - Prentice Hall		9	12			No	8/19/2022
Algebra 1 Common Core	Pearson Prentice Hall	978-0-13-328313-6	9	10	No	No	No	8/25/2022
Common Core Geometry	Pearson Prentice Hall	978-0-13-328115-6	9	12	No	No	No	8/1/2022
Geometry Common Core	Pearson Prentice Hall	978-0-13-327626-8	10	11	No	No	No	8/1/2022
Pre Calculus Common Core	Common Core	978-0-13-353919-6	11	12	No	No	No	8/1/2022
Envaga24 ALG1	Savvas Learning Company	978142851876-6	8	11	Yes	No	No	6/22/2023
Envaga24 ALG2	Savvas Learning Company	978142851881-1	10	12	Yes	No	No	6/22/2023
Envaga24 GEOM	Savvas Learning Company	978142851886-5	9	11	Yes	No	No	6/22/2023
Envmath24 G06	Savvas Learning Company	978141886261-9	6	6	Yes	No	No	6/22/2023
Envmath24 G07	Savvas Learning Company	978141886262-6	7	7	Yes	No	No	6/22/2023
Envmath24 G08	Savvas Learning Company	978141886263-3	8	8	Yes	No	No	6/22/2023
Science								
Discovery Biology	Discovery		9	12	Yes	No	No	8/1/2021
Discovery Science 6	Discovery		6	6	Yes	No	No	8/1/2021
Discovery Science 7	Discovery		7	7	Yes	No	No	8/1/2021
Discovery Science 8	Discovery		8	8	Yes	No	No	8/1/2021
Grade 8 Unit 1+2 Volume 1	Discovery	n/a	7	8	No	No	No	8/1/2021
Grade 8 Unit 3+4 Volume 1	Discovery	N/A	7	8	No	No	No	8/1/2021

Textbook Title	Publisher	ISBN (optional)	Low Grade	High Grade	Digital Material (Yes/No)	Spanish (Yes/No)	Teacher Created Material (Yes/No)	Adoption Date/Year
Grade 8 Unit 3+4 Volume 2	Discovery	N/A	7	8	No	No	No	8/1/2021
Discovery Education Science (Digital)	Discovery Education		12	12	Yes	No	No	8/1/2021
Discovery Chemistry & Chemistry	Holt McDougal	978-0-03-092204-6	10	12	Yes	No	No	8/1/2022
Discovery Physics	Discovery Education		11	12	Yes	No	No	8/1/2021
World Language								
Realidades II	Prentice Hall		7	12			No	8/19/2022
Spanish 1 Realidades Leveled Vocabulary and Grammar Core Practice Workbook	Pearson Prentice Hall	978-0-13-322571-6	9	12	No	No	No	8/1/2022
Spanish 2 Realidades Leveled Vocabulary and Grammar Core Practice workbook	Pearson Prentice Hall	978-0-13-322572-3	9	12	No	No	No	8/1/2022
Spanish 3 Realidades Leveled Vocabulary and Grammar Core Practice workbook	Pearson Prentice Hall	N/A	9	12	No	No	No	8/1/2022
Health								
Prentice Hall Health	Pearson Prentice Hall	978-0-13-367250-3	9	12	No	No	No	8/1/2021
Social Science								
World History - Modern World History: Patterns of Interaction	Houghton Mifflin Harcourt	978-0-547-49112-7	10	10	No		No	8/19/2022
United States Government: Principles in Practices	Holt McDougal	978-0-547-45138-1	11	11	No	No	No	8/1/2022
Economics: Concepts and Choices	Holt McDougal	978-0-547-08294-3	12	12	No	No	No	8/1/2022
THE AMERICANS: RECONSTRUCTION TO THE 21ST CENTURY	MCDOUGAL LITTELL	054703489X	11	11	Yes	No	No	6/22/2020
History Alive! The Ancient World	TCi	978-1-58371-217-7	6	8	Yes	No	No	6/22/2020
History Alive! Medieval World & Beyond	TCi	978-1-58371-23802	6	8	Yes	No	No	6/22/2020
History Alive! The US through Industrialism	TCi	978-1-58371-217-9	6	8	Yes	No	No	6/22/2020

Coversheet

Approve Local Control Accountability Plan (LCAP)

Section: IV. Action Items
Item: A. Approve Local Control Accountability Plan (LCAP)
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 (1).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.

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:

OMI Superintendent and Staff recommend that the Board of Directors approve the Local Control Accountability Plan (LCAP) for the 2025-2026FY.

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

Total LCFF funds $7,515,493 70 %

All federal funds, $738,911 , 7%

All other state funds, $1,997,182 , 19%

All local funds, $483,073 , 4%

LCFF supplemental & concentration grants, $1,973,850 , 18%

All Other LCFF funds, $5,541,643 , 52%
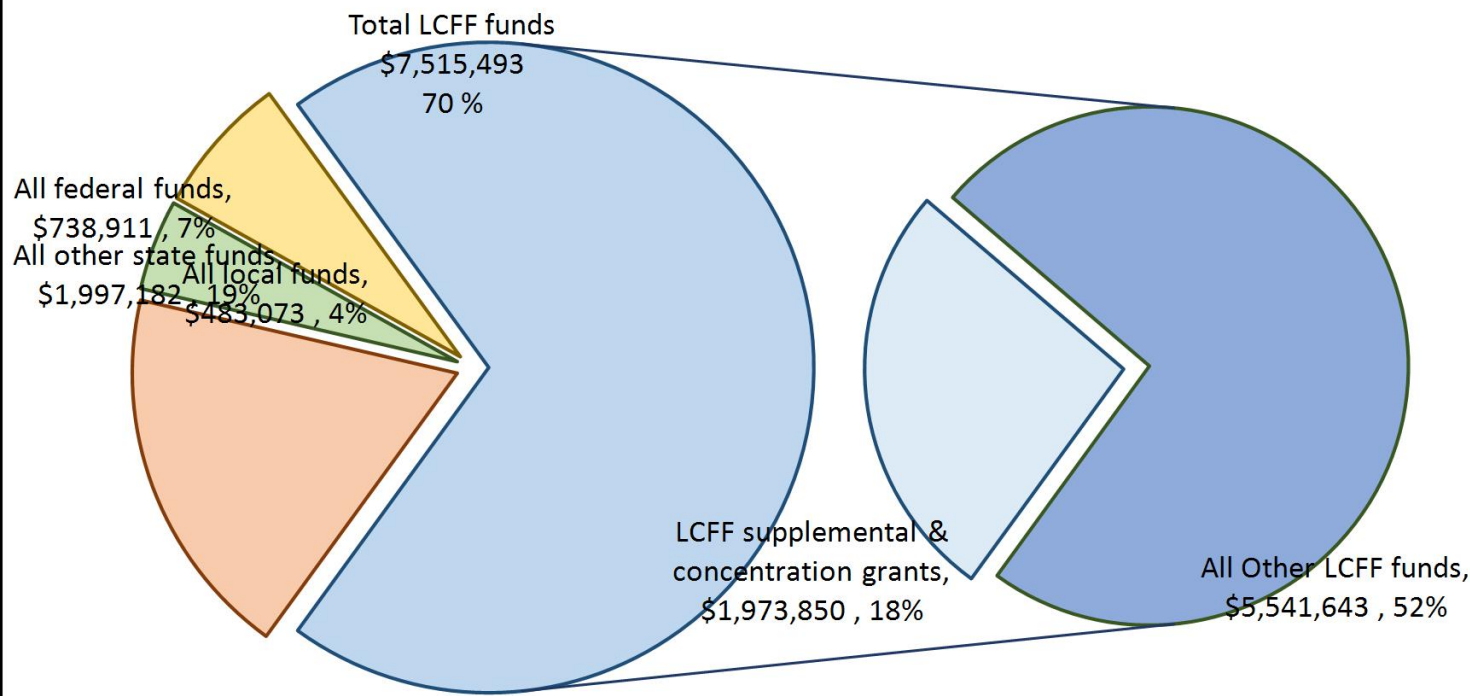
This chart shows the total general purpose revenue Oakland Military Institute College Preparatory Academy expects to receive in the coming year from all sources.

2025-26 Local Control and Accountability Plan for Oakland Military Institute College Preparatory Academy

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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $10,541,499	Total Budgeted Expenditures in the LCAP $3,845,188
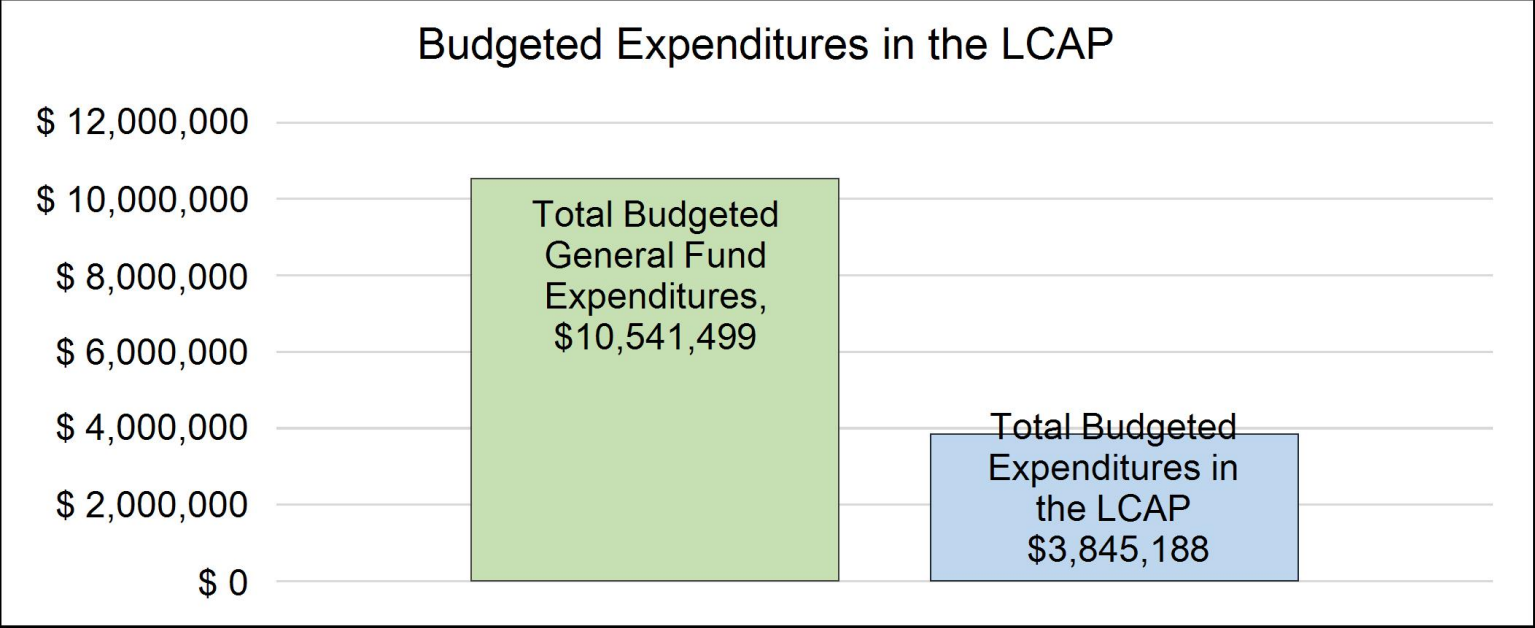
This chart provides a quick summary of how much Oakland Military Institute College Preparatory Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oakland Military Institute College Preparatory Academy plans to spend $10541499 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 $1973850 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 $1011194 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$1,401,986
☐ Actual Expenditures for High Needs Students in LCAP	$1,853,440

Axis: $ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000
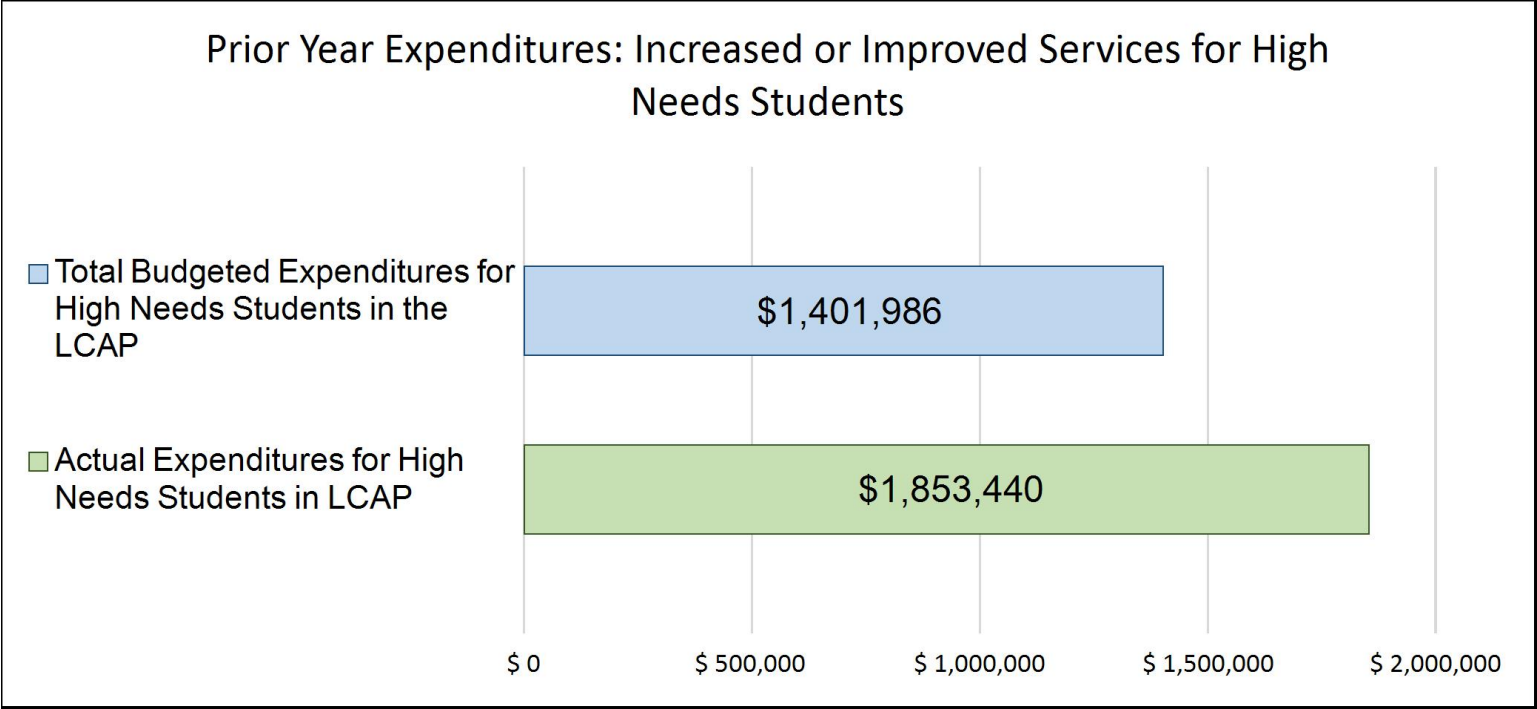
This chart compares what Oakland Military Institute College Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oakland Military Institute College Preparatory Academy estimates it has spent on 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 intitiatives 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

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 inititiatve [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 ntetworking 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 intevention 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 intevention to small 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 requires increased supports, trainings and staffing incentives.	$99,815.00	Yes
2.5	English Learner program oversight coordinator & assessment suppport	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
		Grizzly Nights: 59 + awards night 43% percent cadet and parent involvement including Welcome to School, Spring Fest, Fall Fest and Introduction 114% cadets participated in extracurricular activities; 341 cadets semester one, 373 semester two	Grizzly Nights: 8 events [average 35] Coffee with Leadership: 5 events [average 10] # cadets participated in extracurricular activities; TBD		% 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.	Cadet Leadership/CACC Promotion Rate: TBD of cadets improved by one rank or more. % of seniors reaching rank of SGT: 100%		Cadet Leadership/CACC Promotion Rate: 98%of cadets improved by one rank or more. % of seniors reaching rank of SGT: 100%	

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	# units by graduating class # % of cadets receiving a C or better # of cadets receiving GBD 2023-2024 (232 class enrollments, earning 561 college credits) 2024-2025 (350 class enrollments, projected to earn 706 college credits)	Fall 2024 Course # Taking Class # Passed PASS RATE DE Business 10 46 44 95.65% DE COUN 57 22 20 91% DE Comm 20 12 12 100.00% DE Anthr I 56 53 94% DE ETHN 1 19 19 100.00% DE Psych 1A 16 15 93.75% DE Spanish 1A 21 21 100.00% DE COMP SCI 1 12 11 91.67% # 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%		Fall 2025 Course # Taking Class # Passed PASS RATE DE Business 10 46 44 95.65% DE COUN 57 22 20 91% DE Comm 20 12 12 100.00% DE Anthr I 56 53 94% DE ETHN 1 19 19 100.00% DE Psych 1A 16 15 93.75% DE Spanish 1A 21 21 100.00% DE COMP SCI 1 12 11 91.67% # units class of 2026: % cadets passing: 96% # of cadets receiving GBD: 12 # of cadets receiving college adv diploma: 20	

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

2025-26 Local Control and Accountability Plan for Oakland Military Institute College Preparatory Academy

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 Institueaffirms 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

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

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	**Action:** School Wide College Prep Writing Program 6th -12th [JSWP] **Need:** Low proficiency levels in Literacy in ELs, Low Income and Special Ed across all grade levels **Scope:**	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	**Action:** Instructional Coaching, Internship and Induction program **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. **Scope:** LEA-wide	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	**Action:** Structured Reading Intervention Program **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. **Scope:** LEA-wide	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	**Action:** Math coaching and professional development **Need:** Less than 15% of our unduplicated pupils meet or exceed standards in math	Analysis of test results and researching skill gap programs will further progress towards making measureable headways in tackling our overwhelmingly poor achievvement 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	**Action:** 5 extra days of instruction and 4 extra days of professional development **Need:** Our unduplicated students show learning loss that persists. **Scope:** 　LEA-wide	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	**Action:** 1-1 student laptop program w/ safety oversight program; classroom digital visuals [monitors] **Need:** Our unduplicated students need equity of access to digital platforms, digital curriculum and internet access. **Scope:** 　LEA-wide	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	**Action:** Plan and Implement a Career Technical Education Pathway **Need:**	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	**Action:** Math Tutoring case management model **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. **Scope:** LEA-wide	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	**Action:** Dual Identified EL/Special Education support. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms **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. **Scope:** LEA-wide	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
	Need: **Scope:** LEA-wide		
2.46	**Action:** Governor's Baccalaureate Diploma Pathway **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. **Scope:** LEA-wide	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	**Action:** MTSS Continuous Improvement: Academic Support Group [ASG] **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. **Scope:**	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	**Action:** Community Engagement Initiative **Need:** OMI has low parent/guardian participation rates for many of our leadership committees, interest surveys, parent nights, parent conferences and school events. **Scope:** LEA-wide	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	**Action:** Continued expansion and improvement of co-curricular & extra curricular activities **Need:** Our attendance and academic indicators are negatively impacted by cadets feeling a lack of connectedness to school or interest in school. **Scope:** LEA-wide	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	**Action:** Cadet and Staff Recognition and Positive Behavior Incentive Programs **Need:** English Learners, Foster Youth and Low Income students with severe learning gaps lack significant incentives to maintain	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
	motivation and interest in academic achievement. **Scope:** LEA-wide		
3.6	**Action:** Expanded Learning & learning recovery Opportunities **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. **Scope:** LEA-wide	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	**Action:** School safety and wellness **Need:** Student health and safety **Scope:** LEA-wide	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	**Action:** Mental Health and Socio-emotional supports **Need:**	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
	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. **Scope:** LEA-wide	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	**Action:** student services supports and chronic truancy initiative **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. **Scope:** LEA-wide	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	**Action:** Cadre community liaison & attendance support **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. **Scope:**	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	**Action:** Youth and Community Programs Partnership **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 **Scope:** LEA-wide	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	**Action:** Civilian and Military Leadership Integration **Need:** Data shows that our unduplicated pupils have higher rates of chronic truancy, suspension rates and lower rates of co-curricular participation. **Scope:** LEA-wide	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	**Action:** Ensure all EL's have access to designated ELD courses and ELD curriculum **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. **Scope:** Limited to Unduplicated Student Group(s)	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	**Action:** English Learner Instructional Methodologies for all staff **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.	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.	ourse 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 suppport	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	

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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 suppport			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 suppport		$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

2025-26 Local Control and Accountability Plan for Oakland Military Institute College Preparatory Academy

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

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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

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o 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, Statues 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.

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- 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

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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.

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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.

    o 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,

    o 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.

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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:

  o 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.

o 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.

    o 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.

    o 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.

  o 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.

  o 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.

  o 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.

  o **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.

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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.

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- 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).

  o **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.

  o **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.

  o 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**

  o 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)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

  o 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)**

  o 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)**

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- o 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)**

  - o 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 Control and Accountability Plan for Oakland Military Institute College Preparatory Academy

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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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)

1. 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

2. 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.

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 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)

1. 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

2. 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.

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 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 SVMI
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.					

Coversheet

Approve 2025-2026 OMI Budget

Section:	IV. Action Items
Item:	B. Approve 2025-2026 OMI Budget
Purpose:	
Submitted by:	Jessika Welcome
Related Material:	OMI-MYP-JW-20250523_budget.pdf
	OMI-June 12 BOD Meeting Financial Packet-JW-20250605.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:

OMI Superintendent and Staff recommend to the Board of Directors that they approve the 2025-2026 OMI School Budget.

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
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
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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%

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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
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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
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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	ASES	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 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 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 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 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**

Oakland Military Institute Financial Update

JESSIKA WELCOME

JUNE 12, 2025
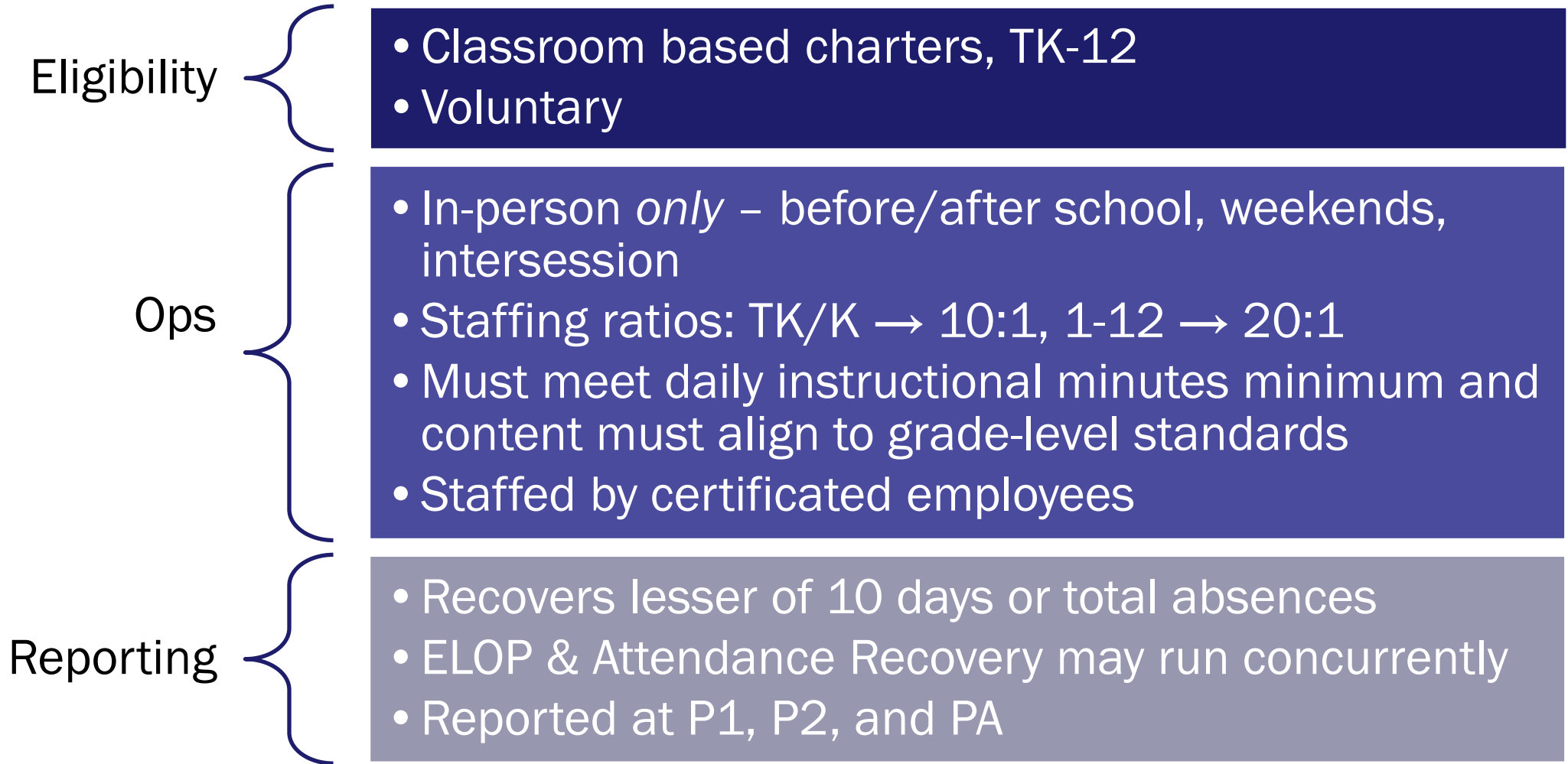
Contents

- **2025-26 Budget**
  - Attendance Recovery
  - Attendance Recovery Considerations
  - 2024-25 to 2025-26 Changes
  - MYP

- **Exhibits**
  - MYP

2025-26 Budget

Attendance Recovery

4

Eligibility

- Classroom based charters, TK-12
- Voluntary

Ops

- In-person *only* – before/after school, weekends, intersession
- Staffing ratios: TK/K → 10:1, 1-12 → 20:1
- Must meet daily instructional minutes minimum and content must align to grade-level standards
- Staffed by certificated employees

Reporting

- Recovers lesser of 10 days or total absences
- ELOP & Attendance Recovery may run concurrently
- Reported at P1, P2, and PA

Attendance Recovery Considerations

Multiple attendance recovery days with full participation needed to earn 1 ADA

Grade	Daily Minutes Requirement	Number of students per Attendance Recovery day	Attendance Recovery days to earn 1 ADA
Gr TK/K	180	10	18
Gr 1-3	230	20	9
Gr 4-8	240	20	9
Gr 9-12	240	20	9

A student participating in Attendance Recovery can recover their total absences or 10 days, whichever is less.

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

MYP

		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
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	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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As of Apr FY2025

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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
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 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 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 CharterSAFE Insurance/JPA MOU

Section: IV. Action Items
Item: C. Approve CharterSAFE Insurance/JPA MOU
Purpose:
Submitted by:
Related Material: CCSJPA_Agreement.pdf
                       V. Mid-Year Financial Review.pdf
                       CCSJPA ByLaws Amended 02.16.2022.pdf
                       CCSJPA-BoardRes_3.pdf

CALIFORNIA CHARTER SCHOOLS
JOINT POWERS AUTHORITY

(as amended effective May 7, 2012)

THIS AGREEMENT, is entered into pursuant to the provisions of Title 1, Division 7, Chapter 5, Articles 1 through 4, (Section 6500, et seq.) of the California Government Code, relating to joint exercise of powers, between and among California charter schools, school districts, and other government entities which operate public schools, and which have signed this Agreement, and those that may sign hereafter, for the reestablishment of a joint powers authority, previously known as the California Charter Schools Association Joint Powers Authority, and which shall, as of the effective date of this amended agreement, be known as the California Charter Schools Joint Powers Authority ("Authority" or "CCS-JPA").

WHEREAS, it has been determined by the parties that group self-insurance of workers compensation liabilities, general liabilities and/or group purchasing of insurance and other products and services, cooperative financing programs are of value on a mutual basis; and

WHEREAS, the financing of group self-insurance, risk management, claims administration and related programs for public schools can be effected on a more cost-effective basis through a joint effort; and

WHEREAS, Title 1, Division 7, Chapter 5 of the Government Code of the State of California (the "Joint Exercise of Powers Act") authorizes joint exercise by two or more public agencies of any power common to them; and

WHEREAS, on or about May 7, 2004, members of the Authority entered into a joint powers agreement pursuant to the Joint Exercise of Powers Act to establish the Authority, and whereas such agreement was amended on or about February 28, 2006; and

WHEREAS, this Agreement shall supersede the prior joint powers agreement as amended on or about February 28, 2006;

NOW, THEREFORE, for and in consideration of the mutual advantages to be derived, and in consideration of the execution of this Agreement by charter schools and other governmental entities, each of the parties hereto does hereby agree that the California Charter Schools Joint Powers Authority ("Authority" or "CCS-JPA") be reestablished as follows:

I

DEFINITIONS AND GENERAL PROVISIONS

1. "Authority" shall mean the California Charter Schools Joint Powers Authority.

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2. "<u>Board</u>" shall mean the board of directors of the Authority, consisting of representatives of Participants, and charged with the responsibility of governing the Authority and its programs.

3. "<u>Funds</u>" shall mean, unless the context otherwise specifies, all monies paid into the Authority or any of its programs, including any earnings thereon, or any other sums coming to the Authority from any source.

4. "<u>Governmental Entity</u>" means any political subdivision or nonprofit corporation operating a charter school or other public school of the State of California which is considered a local government agency for the purposes of any program offered by the Authority and empowered to execute this Agreement under the laws of the State of California.

5. "<u>Participant</u>" means any charter school, school district, or governmental entity, which is a signatory member of the Authority; provided, however, that this definition shall not be construed to prevent the Authority from permitting any subsidiary, or wholly-owned or affiliated entity, upon terms and conditions approved by the Board, from participating in any program of the Authority.

6. "<u>Program Administrator</u>" means the contractor or consultant retained, or staff employed by the Board to administer the Authority.

7. "<u>Risk management</u>" shall mean the process of identifying, evaluating, reducing, transferring, sharing, financing, and eliminating any operational, business or educational risk in the management of a public school. Risk management includes various elements of insurance, law, administration, technology, accounting, and general business to effectively manage hazards and losses to which Participants may be exposed.

8. "<u>Risk pooling or sharing</u>" shall mean any common fund: (1) which is composed of cash, investments permitted by law, and other assets; (2) to which two or more Participants have agreed to contribute; (3) from which claims and risk management costs of any contributor to that common fund shall be paid; and (4) which operates in accordance with this Agreement.

9. "<u>Self-insurance</u>" shall mean providing for claims, losses, and risk management by risk pooling and the maintenance of reserve funds by or on behalf of Participants, and which, when conducted or administered by the Authority, ordinarily provides for the transfer of risks from a Participant to the Authority, and for the potential transfer of risks between and among Participants.

<div align="center">II</div>

<div align="center"><u>PURPOSES AND TERM</u></div>

1. <u>Purposes</u>. The purposes of the Authority are to provide cost-effective mechanisms for financing risks of operating charter schools and other governmental entities; to provide essential protection to Participants otherwise not obtainable; to secure reinsurance and excess insurance on a group basis; to provide Participants with the mechanisms to jointly

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purchase insurance, goods and services; to reduce financing costs; to accumulate, administer and invest funds to insure or self-insure as a group various liabilities up to a specified, predetermined amount; and to effect cost savings to Participants in the administration of management and risk management programs as may be established by the Authority in order to reduce the administrative costs of delivering educational services to public school students.

       2.   Term. This Agreement shall become effective as of the date hereof, and shall continue in full force and effect until it is terminated and the Authority is dissolved as provided herein. It is the intent of the parties hereto that the separate public agency created under this Agreement have an indefinite life, and shall continue to exist so long as necessary to carry out the purposes of this Agreement, including the orderly wind-up of the affairs of the Authority. It is the further intent of the parties that the withdrawal or termination of any Participant from any program of the Authority, or from the Authority itself, shall not terminate such program or this Agreement as to the remaining Participants therein, nor relieve any Participant or former Participant from any obligations it may have under this Agreement.

III

CREATION OF AUTHORITY

       Pursuant to Section 6500 et seq. of the Government Code, there is hereby created a public entity, separate and apart from the parties hereto, to be known as the California Charter Schools Joint Powers Authority. Pursuant to Government Code Section 6508.1, the debts, liabilities, and obligations of the Authority shall not constitute debts, liabilities, or obligations of any party to this Agreement. Nor shall any party to this Agreement have any right, title or interest in the assets of the Authority, or in any contributions, consideration or property paid or donated by a party to the Authority, or any of its programs, except as expressly provided in this Agreement.

IV

ORGANIZATION & ADMINISTRATION

       1.   Responsibility. The overall responsibility for administration of the Authority shall be vested in the Board.

       2.   Agents. Each Participant hereby appoints the Board and its delegates or designees to act as its agents in executing all contracts, reports, waivers, agreements and service contracts and to make and arrange for the payment of claims and all other things required for the proper and orderly operation of the programs of the Authority.

       3.   Bylaws. The Authority shall be governed pursuant to this Agreement and to the Bylaws. Amendment of the Bylaws may be proposed by any Participant or member of the Board. A copy of the proposed amendment and the reasons therefor shall be presented to the Board if not proposed by the Board. All proposed amendments shall be approved by a two-thirds vote of the Board. Upon its approval, the amendment shall be disseminated to all Participants. Each party to this Agreement agrees to comply with and be bound by the provisions of the said Bylaws and further agrees that the Authority shall be operated pursuant to

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this Agreement and the said Bylaws. In the event of any conflict between the Bylaws and this Agreement, this Agreement shall prevail.

4.   Board. Upon approval by the Participants of this amended Agreement, the Board shall be responsible for overseeing the operation of CCS-JPA and organization and operation of the Authority, as provided herein. The Board shall establish such policies and guidelines as may be necessary to carry out the programs of the Authority. The organization and structure of the Board shall be established in the Bylaws.

V

POWERS OF AUTHORITY

1.   The Authority shall have the following common powers and is hereby authorized to do all acts necessary for the exercise of said common powers:

A.   To make and enter into contracts, including but not limited to contracts of employment, insurance, reinsurance and self-insurance for itself and its Participants, and providing for risk pooling, risk financing and sharing, financing and purchasing, whether or not subject to regulation under the Insurance Code, to the extent and in the manner permitted under Government Code Sections 990, 990.4, 990.8, and 6508, or any other provision of law;

B.   To hire employees, and contract with consultants and legal counsel;

C.   To invest and reinvest money in the treasury of the Authority pursuant to Government Code Section 53601 or other provisions of law as may be applicable;

D.   To incur debts, liabilities, or obligations;

E.   To acquire, hold, lease, or dispose of property;

F.   To sue and be sued in its own name; and

G.   To exercise all powers necessary and proper to carry out the terms and provisions of this Agreement, or otherwise authorized by law.

2.   Said powers shall be exercised pursuant to the terms hereof, subject to the restrictions upon the manner of exercising the powers applicable to The Accelerated School, a California public charter school organized and operating as a nonprofit public benefit corporation.

VI

BOARD; ANNUAL MEETINGS

1.   Number. The Authority shall be governed by the Board which is hereby established and which shall be composed of not less than 3, nor more than 11 representatives of

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the Participants, who shall be elected by the Participants, in accordance with the Bylaws of the Authority.

      2.   <u>Term</u>. Each member of the Board shall serve for a term of three years and until a successor is elected or appointed. Each Board member shall have one vote.

      3.   <u>Participants' Meetings</u>. There shall be an annual meeting of Participants for the purpose of electing members of Board and to transact any other Authority business. The annual meeting, and any additional meetings, shall be held at the call of the Chair. Thirty percent of the Participants may also call a meeting of Participants. A majority of the Participants shall constitute a quorum of transaction of business at the meeting. Each Participant shall be represented at meetings by its chief executive officer or his or her designee. If a designee is to represent the Participant, written notice from the Participant's governing body shall be provided to the Authority.

<div align="center">VII</div>

<div align="center"><u>POWERS OF THE BOARD</u></div>

      A.   The Board shall review, modify, if necessary, and approve the annual operating budget of the Authority.

      B.   The Board shall receive and review periodic accountings of all funds under this Agreement.

      C.   The Board shall have the power to conduct, on behalf of the Authority, all business of the Authority, which the Authority may conduct under the provisions hereof and pursuant to law.

      D.   The Board shall have such other powers and functions as are provided for in this Agreement and the Bylaws.

<div align="center">VIII</div>

<div align="center"><u>MEETINGS OF BOARD</u></div>

      1.   <u>Meetings</u>. Board shall provide for its regular, adjourned regular, and special meetings upon call of the Chair, Vice Chair (if any), or Program Administrator; provided, however, that it shall hold at least two (2) regular meetings annually, as set forth in the Bylaws.

      2.   <u>Minutes</u>. The Secretary of the Authority shall cause minutes of regular, adjourned regular, and special meetings to be kept and shall, as soon as possible after each meeting, cause a copy of the minutes to be forwarded to each member of the Board.

      3.   <u>Quorum</u>. A majority of the voting members of the Board shall constitute a quorum for the transaction of business, except that less than a quorum may adjourn from time to time. A vote of the majority of a quorum present at a meeting shall be sufficient to constitute action by the Board, except as otherwise specifically set forth in this Agreement or in the Bylaws.

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IX

OFFICERS OF THE AUTHORITY

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1.   Chair, Vice Chair, Secretary and Treasurer-Auditor. The Board shall elect from the Board a Chair, Secretary and Treasurer-Auditor of the Authority for terms of not less than one nor more than four years, as provided in the Bylaws, each to hold office until a successor is elected. A Vice Chair may also be elected. In the event an officer so elected ceases to be a member of the Board, the resulting vacancy in the office shall be filled at the next regular meeting of the Board held after such vacancy occurs. In the absence or inability of the Chair to act, the Vice Chair, if any, shall act as Chair. The Chair, or in his or her absence the Vice Chair, shall preside at and conduct all meetings of the Board.

2.   Other Officers. The Board shall have the power to appoint such other officers as may be necessary to carry out the purposes of this Agreement.

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X

PARTICIPANTS

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1.   Each Participant is entitled to the rights and privileges and is subject to the obligations as provided for in this Agreement and the Bylaws. Each Participant Agency shall comply with the rules and policies of the Authority.

2.   A new Participant may be accepted upon application to the Authority and upon acceptance by the Board by two-thirds vote, and subject to acceptance by the prospective member of the terms and conditions of participation in the Authority and of the financial arrangements and fund contributions specified by the Board.

3.   Each Participant shall be entitled to one voting representative at meetings of the Participants. Each representative shall be designated by appointment by the Participant's governing body. Such governing body may delegate the authority to appoint that Participant's representatives to its chief executive officer or principal.

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XI

CONTRIBUTIONS AND OPERATIONS

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1.   Contributions. The parties agree that each Participant in the workers compensation and other group self-insurance programs shall make payment of contributions for coverage under those programs in which they elect to participate, as well as for the operations of the Authority. The Board shall be authorized and directed to establish the rate of contribution for each Participant, and the time schedule for payment of such contribution. Participants acknowledge that the rates established by Board for coverage under the workers compensation and other group self-insurance and insurance programs may reflect overall changes in coverage, changes in exposure and the past or projected experience of the Participants, as a group during the life of the program, and will not necessarily reflect the experience of an individual Participant during any specific period of participation. Consequently, there can be no assurance that current or former Participants will benefit equally from changes in the workers compensation program or

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other group self-insurance programs (including, but not limited to changes in eligibility for participation credits, dividends or retrospective rating adjustments or enlargements of coverage grants), nor that the burdens will be equally shared (including, but not limited to rate increases, restrictions on coverage, or unanticipated claims expenses). The timely payment of all required contributions shall be a condition precedent to the continuation of participation by each Participant in the workers compensation and other group self-insurance programs and the Authority. A Participant has no title or interest in the Participant's contributions, whether equitable or otherwise, except as expressly provided in this Agreement.

   2. <u>Terms of Participation</u>: Participants joining the Authority and participating in any Authority self-insurance, group purchase or other programs offered by the Authority shall commit to participate in the program for a minimum term which is typically two years unless stated otherwise in a duly adopted Board policy. The Board of the Authority shall establish by separate policy the minimum participation terms for each self-insurance, group purchase or other program offered by the Authority, including Workers Compensation, liability and any other program. Terms of participation shall be counted by the Authority's fiscal year, commencing with July 1 of each year.

   3. <u>Computation and Notice of Rates; Assessments</u>. The rates to be used in calculating contributions for each Participant for participation in the workers compensation, general liability and other group self-insurance programs shall be determined by the Board, to the extent practicable, no later than sixty (60) days prior to the commencement of the coverage year and communicated to all current participants as soon as practicable thereafter. However, if at any time the Board determines that the amount contributed for a given year is insufficient, each Participant agrees to promptly pay the Authority the full amount of any assessments levied by the Board, which shall not to exceed two hundred percent (200%) of the annual amount of the Participant's contribution for coverage for any group self-insurance program for that year, as may be required to meet the Authority's expenses associated with the provision of coverage for the Participants for that year and line of coverage. Such assessments shall be allocated and attributed to each Participant based upon a methodology approved by the Board, which may include consideration of payroll, the actual or projected costs incurred by the Authority to provide for program liabilities of the Participant's employees, Participant's compliance with risk management policies, the total actual or projected costs incurred by the Authority as a whole, and other factors. In the event such an assessment, together with any other resources available to the Authority, is insufficient to pay the costs of the Authority for any group self-insurance program during any fiscal year, each Participant contributing to the shortfall shall share the shortfall proportionately, and the Authority shall have no further obligation to pay such costs.

   4. <u>Loss Control and Risk Management</u>. Participants in any insurance or self-insurance program agree to follow the loss prevention and risk management recommendations of the Board, and to abide by all conditions, requirements, rules and regulations regarding loss control and risk management which may be promulgated by the Authority, including, but not limited to adopting policies prohibiting sexual harassment.

   5. <u>Right to Inspect</u>. Each Participant agrees that the Authority, its Program Administrator, or any of its respective agents, servants, employees or attorneys shall be permitted at any reasonable time to inspect Participant's property and operations and to examine

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Participant's books, documents and records as necessary in the proper operation of the group self-insurance programs or the Authority, to the maximum extent allowed by law.

6. Audit. Board shall obtain an annual audit of the financial affairs of the Authority, by a certified public accountant at the end of each fiscal year in accordance with generally accepted accounting principles. A copy of the annual audit report shall be available to each Participant, and shall be filed as required by law. The costs of such audit shall be paid from the funds of the Authority.

7. Binding Nature. Any Governmental Entity which makes application for participation in any of the group self-insurance program of the Authority, and is accepted as a Participant and signs this Agreement, shall thereupon become a party to this Agreement and shall be bound by all the terms and conditions hereof; provided, however, that any charter school or Governmental Entity may be refused admission to the Authority or any program thereof in the sole discretion of Board.

8. Deposit of Funds. Participants shall pay contributions to the Authority for the programs in which they participate and for operations of the Authority. The contributions and income therefrom shall be accumulated to pay the expenses of the programs for which they are determined or assessed. Funds received by Authority as contributions shall be deposited and invested in accordance with laws of the State of California pertaining to the investment of excess funds of charter schools.

9. Contributions by Participants. Without in any way limiting the powers otherwise provided for in this Agreement, the Bylaws, or by statute, the Authority shall have the power and authority to receive, accept and utilize the services of personnel offered by any Participants or its representatives or agents; to receive, accept, and utilize property, real or personal, from any Participant or its agents or representatives; and to receive, accept, expend and disburse funds, contract or otherwise, for purposes consistent with the provisions of this Agreement, which funds may be provided by any Participant, its agents, or representatives.

10. Excess Insurance and Reinsurance. The Authority shall obtain or cause to be obtained such excess insurance or reinsurance as may be necessary and prudent in the judgment of Board. The expense of such excess insurance or reinsurance shall be paid from the Funds of the Authority.

XII

CLAIMS ADMINISTRATION & PAYMENT OF LOSSES

1. General. The principal purpose for the establishment of the Authority is to provide for the orderly presentment, examination, investigation, defense or settlement of claims against the Participants which are covered under group self-insurance and insurance programs of the Authority. It is agreed and understood that the Authority shall use the sums contributed by the Participants for such programs to pay such losses and claims.

2. Presentment of Claims. The services and benefits to be provided by the Authority shall be paid or furnished to or for the benefit of a Participant with respect to a

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particular incident or claim only if the Authority is notified as required by the applicable coverage agreement.

   3. <u>Investigation and Defense</u>. Program Administrator will investigate, or cause to be investigated, all such claims and will attempt to adjust or settle such claims, in accordance with the authority delegated to Program Administrator by Board or the Participant involved. As required, and subject to the provisions of the Coverage Contracts, the Authority, through designated defense counsel will provide legal defense of claims against Participants. The Participant agrees to aid the Authority in such matters and to provide and make available all information and personnel as may be reasonably required in the opinion of Program Administrator to fully investigate and resolve the claim.

   It is understood that Board and Program Administrator shall use their discretion in making judgments and assumptions as to the actual value of any claim and making such reserves based on such judgments.

<div align="center">XIII</div>

<div align="center"><u>TERMINATION OR WITHDRAWAL OF PARTICIPANT</u></div>

   1. <u>Withdrawal of Participant</u>. A Participant may terminate its participation in any Authority self-insurance, group purchase, or in other programs of the Authority, or from all programs of the Authority and from the Authority itself, following the minimum terms established in accordance with Article XI, section 2, hereof, by giving 90 days advanced written notice, unless another notice period is adopted by the Board. A withdrawing Participant shall remain liable for any unpaid contribution which shall have accrued under any program or coverage agreement it may have accepted, and for any liability it may have to the Authority itself, through the effective date of termination. Upon its voluntary withdrawal or its termination as a Participant in the Authority or any program of the Authority, a former Participant becomes ineligible to participate in any program of self-insurance of the Authority, except that the rights of a Participant after termination shall be limited to those benefits, such as the defense and indemnity of claims covered under coverage agreements issued by the Authority, which have accrued as of the date of termination as determined by the provisions of the applicable program. A withdrawing or terminating Participant shall have no other rights in any assets of the Authority or of any program of the Authority, whether denominated as equity, surplus, contributions or otherwise, except upon windup of the program or the Authority.

   2. <u>Involuntary Termination</u>. A Participant may be terminated by the Authority from any program of the Authority, or from the Authority itself, for:

     (i) Failure to comply with any term or condition of this Agreement, a coverage agreement, insurance policy, or other evidence of coverage issued by, through or on behalf of the Authority; or

     (ii) With or without cause, upon a 2/3 vote of the members of Board.

   3. <u>Adjustment</u>. Whether termination is voluntary or involuntary, a Participant shall remain liable for any unpaid contribution which shall have accrued prior to

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withdrawal or termination of its participation in any program of the Authority, or the Authority itself. Adjustment for amounts of contribution due to the Authority upon termination shall be made within thirty (30) days of the time at which cancellation is effective.

4. <u>Continued Liability</u>. After a Participant withdraws or terminates, such withdrawing party shall be subject to assessment by the Authority to maintain the solvency of any program of the Authority for any year during which the party was a Participant, unless the coverage agreement otherwise provides.

5. <u>Coverage Disputes. If a Participant disputes a coverage determination, the Participant must appeal to the Board prior to seeking any other remedy.</u>

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XIV

PROGRAM ADMINISTRATOR

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1. <u>Appointment of Program Administrator</u>. The Board shall appoint a Program Administrator to administer the Authority. The duties of the Program Administrator may be further delegated to a person, association, partnership, corporation, contracted or employed staff, or any other form of entity, subject to such limitations as the Board may specify.

2. <u>Duties of Program Administrator</u>. Program Administrator shall have all such duties and authority as may be delegated to it by Board. Board shall enter into a service agreement or establish policies and procedures which shall specify all of the duties and obligations of the Program Administrator.

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XV

ACCOUNTS AND RECORDS

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1. <u>Annual Budget.</u> The Board shall annually adopt an operating budget for the Authority.

2. <u>Funds and Accounts</u>. The Treasurer-Auditor of the Authority shall establish and maintain such funds and accounts as required by the Board and as required by good accounting practice. Books and records of the Authority in the hands of the Treasurer-Auditor shall be open to inspection at all reasonable times by the Board and as otherwise required by law.

3. <u>Bond</u>. A bond in the amount determined adequate by Board shall be required of all officers and personnel authorized to disburse funds of the Authority. Such bond may be paid for by the Authority.

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XVI

ACTUARY

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1. <u>Appointment</u>. Board shall retain an Actuary.

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2.   Duties. Actuary shall have all duties and authorities as may be delegated to it by Board in a written contract between Actuary and Board. It is contemplated that the duties of Actuary shall include but not necessarily be limited to the following:

(a)   Recommend contribution rates;

(b)   Review rating structure;

(c)   Monitor claims and analyze loss reserves;

(d)   Monitor participation in all self-insurance and insurance programs;

(e)   Assist Board in financial planning;

(f)   Evaluate reinsurance proposals.

3.   Payment. The professional fee paid Actuary for its services shall be an expense of the Authority. The professional fee may be based on a flat sum, an hourly rate, or another method as the parties may specify.

XVII

LEGAL COUNSEL

1.   Appointment. Board shall appoint an attorney for the Authority to serve as General Counsel. Board may retain Special Counsel as needed.

2.   Payment. The professional fees of General and any Special Counsel for services rendered to the Authority shall be based on a retainer, an hourly rate, or other method as the parties may specify.

XVIII

AMENDMENT AND TERMINATION

1.   Amendment. Participants may amend this Agreement at any time and from time to time by an instrument in writing approved by a majority vote of Board and executed by a majority of the Participants, provided, however, that:

(a)   No amendment shall retroactively reduce the benefits which any Participant is entitled to receive under any Coverage Contract for any coverage year in which a Participant was a fully qualified Participant without their written consent.

(b)   Upon approval, by Board, and upon execution of any amendment by a majority of the Participants, the said amendment shall immediately be effective and binding upon all Participants. Any Participant which has failed to sign the amendment shall have the option of withdrawing from the Authority on the first day of the month next following the month in which a majority of the Participants have completed approval of the amendment, or remaining in the Authority and being bound by such amendment.

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2.   Termination by Agreement. Participants may terminate any program of the Authority or the Authority without a successor program or entity effective as of the end of the then-current coverage year by an instrument in writing approved by a majority vote of Board, executed by a majority of the Participants; provided, however, if any insurance program of the Authority or the Authority shall be so terminated, such termination shall not reduce or terminate the rights, benefits, and obligations of any Participant as to any claim theretofore presented.

3.   Termination by Withdrawals. If, at any time, by reason of withdrawals or terminations of Participants, the Actuary shall advise and Board concurs that any program of the Authority is no longer economically feasible or actuarially sound, then such program or programs shall be terminated and dissolved by Board.

4.   Disposition of Funds Upon Termination. Upon termination of any program of the Authority, the Authority shall retain in a liquidation fund such sums up to the entire amount held by the Authority for the benefit of the Participants in such program as the Board deems sufficient to pay the remaining obligations of the program. In the alternative, the Authority may insure or reinsure all outstanding liabilities of Participants in such program. Any funds remaining after termination of a program of the Authority, after adequate provision for all liabilities and claims thereunder, shall be distributed to the then-current Participants in the same proportion as each Participant's total contributions paid by that Participant, reduced by the amount of losses and allocated claims expenses paid on behalf of that Participant, bear to all contributions paid by all Participants, reduced by the total losses and allocated claims expenses paid on behalf of all Participants from the inception of that program to its termination. If the Authority insures or reinsures all outstanding liabilities of Participants, any funds remaining in excess of amounts necessary to pay the cost of such insurance or reinsurance shall be distributed to Participants in accordance with this Section, not later than twelve (12) months after payment of the final insurance or reinsurance premium. If the Authority elects to liquidate the liabilities by means of a liquidation fund, any excess funds shall be distributed not later than twenty-five (25) years following the date of termination. Board shall determine such distribution within six months after disposal of the last pending claim or loss covered by the program being terminated.

5.   Termination of the Authority. The Authority itself may be terminated and dissolved in the same manner and subject to the same conditions as any program may be terminated; provided that, in addition, the Treasurer-Auditor shall disburse any funds in the treasury as directed by Board. Board is vested with all powers of the Authority for the purpose of winding up and dissolving the business affairs of the Authority.

XIX

CLAIMS, LITIGATION, OR JUDGMENTS AGAINST THE AUTHORITY

1.   Defense of Claims. As to any claim or action against the Authority which is based on or arises out of an occurrence involving an officer or employee of the Authority during the course and in the scope of such duties, who is also an officer or employee of a Participant, such claim or action against the Authority will be defended by the Authority to the extent authorized by law. Such claims or actions shall not be considered claims or actions against such Participant solely as a result of employment by the Authority.

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      2.   <u>Claims and Judgment Against the Authority</u>. Claims and judgments against the Authority, its agents, Board members, officers or employees, shall be paid from, or charged to, the appropriate coverages or self-insured funds the Authority has established and/or purchased against such claims, judgments or losses. Such amounts shall be paid from the Authority's own coverage or self-insured funds.

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XX

<u>MISCELLANEOUS</u>

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      1.   <u>Binding Nature</u>. This Agreement contains the entire agreement of the parties and supersedes all discussions, negotiations or promises made prior to the execution of this Agreement. This Agreement shall be binding upon and inure to the benefit of the original parties hereto and any substitute or additional parties who are bound hereby in accordance with the provisions hereof, their successors and assigns.

      2.   <u>Notices</u>. Any notices required by law or this Agreement shall be sufficient if given in writing and deposited in the United States mail, postage prepaid, addressed to the Participant at the last address on file with the Authority. Notices to be given to the Authority shall be directed to such address as the Authority shall designate for such purpose.

      3.   <u>Partial Invalidity</u>. If any one or more of the terms, provisions, promises, covenants, or conditions of this Agreement shall to any extent be judged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, provisions, promises, covenants and conditions shall not be affected thereby, and shall be valid and enforceable to the fullest extent permitted by law.

      4.   <u>Successors</u>. This Agreement shall be binding upon and shall inure to the benefit of successors of the parties.

      5.   <u>Counterparts</u>. This Agreement may be executed in one or more counterparts, and shall be deemed effective as to all signatories as though signed in one document.

      IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their proper officers thereunto duly authorized, and their official seals to be affixed as of _____, 20__.

_____
Name of Charter School or other Governmental Entity

By:_____
Its:_____
"PARTICIPANT"

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May 7, 2012

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Balance Sheet		
	YTD	**YTD**
	Total 09/30/23	**Total 09/30/24**
ASSETS		
Cash		
Checking	18,898,786	17,116,590
Checking - Imprest Accounts	(234,767)	909,561
Cash	**18,664,019**	**18,026,151**
Investments	34,334,099	39,064,533
Certificate of Deposit	-	3,750,682
Investments	**34,334,099**	**42,815,214**
Total Cash & Investment	**52,998,118**	**60,841,365**
Accounts Receivable		
A/R - Member Contributions	999,590	939,426
- Allowance for Doubtful Accounts	(93,315)	(46,291)
A/R - Other	-	530,114
A/R - Claims Receivable	4,826,275	768,165
- Allowance for Doubtful Acct-WC	-	-
Total Accounts Receivable	**5,732,551**	**2,191,414**
Other Assets		
Prepaid - Expenses	266,887	1,207,273
Prepaid - Excess & Reinsurance Insurance	10,703,069	14,033,324
Fixed Assets	110,413	110,413
- Accumulated Depreciation	(103,933)	(109,510)
Total Other Assets	**10,976,435**	**15,241,499**
Notes Receivable		
Notes Receivable - Captive	-	-
TOTAL ASSETS	**69,707,104**	**78,274,279**
LIABILITIES		
Current Liabilities		
Accounts Payable - Trade	317,829	41,274
Unearned Member Contribution	14,510,909	17,674,930
Other Liabilities	364,712	1,047,851
Total Current Liabilities	**15,193,450**	**18,764,055**
Other Liabilities & Reserves		
Claims Reserves	16,921,863	21,690,557
Claims Incurred but Not Reported (IBNR)	16,881,594	18,510,875
Unallocated Loss Adjustment Exp (ULAE)	2,424,021	2,895,994
Total Other Liabilities & Reserves	**36,227,478**	**43,097,426**
Unrestricted Balance & Retained Earnings		
Unrestricted Earnings	16,796,173	16,535,758
Current Year's Earnings	1,490,003	(122,960)
Total Unrestricted Balance & Retained Earnings	**18,286,176**	**16,412,798**
TOTAL LIABILITIES & EQUITY	**69,707,104**	**78,274,279**

Profit & Loss Statement

	09/30/23			09/30/24						24/25	
	CharterSAFE	CharterSAFE National	Total	CharterSAFE	CharterSAFE National	Total	Budget	Variance	%	BUDGET	YOY
Operating Revenue											
Member Contribution	10,834,898	1,269,500	12,104,398	12,647,275	1,632,500	14,279,775	14,038,125	241,650	2%	56,152,500	2,175,377
Services - Risk Management	3,500	-	3,500	3,500	-	3,500	3,500	-	0%	3,500	-
Total Operating Revenue	10,838,398	1,269,500	12,107,898	12,650,775	1,632,500	14,283,275	14,041,625	241,650	2%	56,156,000	2,175,377
Other Income											
Investment Income/Loss	213,260	2,922	216,182	976,105	54,619	1,030,724	198,750	831,974	419%	795,000	814,542
Captive - Administration Fee	84,780	(21,195)	63,585	34,138	(34,138)	-	-	-	0%	-	(63,585)
Interest Income	20,109	(20,109)	-	20,164	21,289	41,453	31,500	9,953	32%	126,000	41,453
Misc. Income	-	-	-	-	-	-	-	-	0%	-	-
Total Investment Income	318,149	(38,382)	279,767	1,030,408	41,770	1,072,178	230,250	841,928	366%	921,000	792,411
Cost of Sales											
Claims Paid - Net	2,067,418	-	2,067,418	5,419,266	-	5,419,266	3,471,999	1,947,267	56%	13,888,000	3,351,848
Excess & Reinsurance Insurance Premium	5,258,393	560,827	5,819,220	6,048,809	560,827	6,609,636	6,698,328	(88,692)	-1%	26,793,308	790,416
Premium Finance Charges	228,024	-	228,024	172,749	-	172,749	172,749	0	0%	172,749	(55,275)
Total Cost of Sales	7,553,835	560,827	8,114,662	11,640,824	560,827	12,201,651	10,343,076	1,858,575	18%	40,854,057	4,086,989
Gross Net Income	3,602,713	670,291	4,273,003	2,040,359	1,113,443	3,153,802	3,928,799	(774,997)	-20%	16,222,943	(1,119,201)
General & Administrative Expenses											
Project Consultants	128,751	24,267	153,018	126,300	24,995	151,295	157,845	(6,550)	-4%	631,384	(1,723)
Legal Fees	8,865	3,221	12,086	8,066	576	8,642	17,001	(8,359)	-49%	68,000	(3,444)
Audit Fee	8,124	7,500	15,624	8,124	9,900	18,024	18,024	-	0%	72,100	2,400
Marketing Materials & Expenses	4,459	-	4,459	2,969	-	2,969	11,049	(8,080)	-73%	80,200	(1,490)
Acquisitions & Retention	4,024	-	4,024	6,237	-	6,237	5,001	1,236	25%	20,000	2,213
Conference/Sponsorship Expense	40,000	-	40,000	517	-	517	550	(33)	-6%	247,500	(39,483)
Printing & Reproduction	-	-	-	560	-	560	2,499	(1,939)	-78%	10,000	560
Bank, Payroll & Investment Mgmt Fee	28,629	747	29,376	31,468	1,165	32,633	32,687	(54)	0%	128,345	3,256
Travel & Entertainment Expense	61,527	7,085	68,613	63,888	-	63,888	64,000	(112)	0%	148,300	(4,725)
Acturial Fee	3,750	3,125	6,875	4,626	3,375	8,001	8,001	-	0%	32,000	1,126
Telephone/Email/Fax Expenses	5,015	-	5,015	4,459	-	4,459	5,766	(1,307)	-23%	23,060	(556)
Professional Development	212	-	212	788	-	788	1,749	(961)	-55%	7,000	576
Wages/Taxes/Benefits/Retirement	236,365	-	236,365	276,953	-	276,953	283,383	(6,430)	-2%	1,278,983	40,588
Bad Debt - Member Contribution	-	-	-	-	-	-	-	-	0%	50,000	-
Office Supplies & Expenses	834	-	834	826	-	826	1,701	(875)	-51%	6,800	(9)
Dues, Subscriptions & Licenses	420	-	420	420	-	420	420	-	0%	7,170	-
Depreciation Expense	1,407	-	1,407	1,353	-	1,353	1,353	-	0%	4,000	(54)
Technology Expenses	32,759	-	32,759	49,195	-	49,195	54,345	(5,150)	-9%	217,381	16,435
CA Dept Industrial Relations (DIR) Fee	-	-	-	-	-	-	-	-	0%	290,000	-
License	-	-	-	-	-	-	-	-	0%	300	-
Miscellaneous Expenses	-	-	-	-	-	-	1,374	(1,374)	-100%	5,500	-
Total General & Administrative Expenses	565,141	45,946	611,087	586,747	40,011	626,758	666,748	(39,990)	-6%	3,328,024	15,672

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Profit & Loss Statement

	09/30/23			09/30/24						24/25	
	CharterSAFE	CharterSAFE National	Total	CharterSAFE	CharterSAFE National	Total	Budget	Variance	%	BUDGET	YOY
Claims & Risk Management Fees											
Project Consultants	33,495	-	33,495	4,074	-	4,074	6,801	(2,727)	-40%	27,200	(29,421)
Office Supplies/Expenses	160	-	160	593	-	593	1,650	(1,057)	-64%	6,600	433
Travel & Entertainment Expenses	13,692	-	13,692	11,365	-	11,365	12,000	(635)	-5%	68,000	(2,327)
TPA Service Fees	374,057	-	374,057	415,668	-	415,668	398,370	17,298	4%	1,593,486	41,611
Wages/Taxes/Benefits/Retirement	299,054	-	299,054	314,659	-	314,659	369,570	(54,911)	-15%	1,617,371	15,605
Professional Development	568	-	568	1,775	-	1,775	2,625	(851)	-32%	10,500	1,207
Risk Mgmt Consulting Fee	-	-	-	45,732	-	45,732	57,750	(12,018)	-21%	261,000	45,732
Total Claims & Risk Management Fees	**721,026**	**-**	**721,026**	**793,865**	**-**	**793,865**	**848,766**	**(54,901)**	**-6%**	**3,584,157**	**72,839**
Total Expenses	**1,286,167**	**45,946**	**1,332,113**	**1,380,612**	**40,011**	**1,420,623**	**1,515,514**	**(94,891)**	**-6%**	**6,912,181**	**88,512**
Net Income (Unadjusted without Case, IBNR & ULAE Accrual)	**2,316,546**	**624,345**	**2,940,891**	**659,747**	**1,073,432**	**1,733,179**	**2,413,285**	**(680,106)**	**-28%**	**9,310,762**	**(1,207,713)**
Case, IBRN, ULAE Accrual											
Claims Incurred but not Reported (IBNR)	537,372	550,000	1,087,372	763,839	571,500	1,335,339	1,335,339	-	0%	5,341,360	247,967
Case Reserve Expense	284,490	-	284,490	416,640	-	416,640	416,640	-	0%	1,666,560	132,150
Unallocated Loss Adjustment Exp (ULAE)	79,026	-	79,026	104,160	-	104,160	104,160	-	0%	416,640	25,134
Total Case, IBNR & ULAE Accrual	**900,888**	**550,000**	**1,450,888**	**1,284,639**	**571,500**	**1,856,139**	**1,856,139**	**-**	**0%**	**7,424,560**	**405,251**
Net Income (Adjusted with Case, IBNR & ULAE Accrual	**1,415,658**	**74,345**	**1,490,003**	**(624,892)**	**501,932**	**(122,960)**	**557,146**	**(680,106)**	**-122%**	**1,886,202**	**(1,612,964)**

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BYLAWS

OF THE

CALIFORNIA CHARTER SCHOOLS

JOINT POWERS AUTHORITY

As Amended February 16, 2022

Protecting **Schools.** Promoting **Safety.** Customizing **Insurance.**

California Charter Schools Joint Powers Authority • A Nonprofit

BYLAWS OF THE

CALIFORNIA CHARTER SCHOOLS JOINT POWERS AUTHORITY

SECTION 1.0 PURPOSES

The purposes of CCS-JPA are:

A.   To provide group purchasing, financing, insurance, self-insurance and risk management programs and systems, and such other ancillary and related programs, services and facilities for the best interests of the CCS-JPA's Participants and work to achieve the following objectives:

1.   Reduced costs of operations, capital, workers compensation liability, and other insurance coverages through combined purchasing power, effective management and loss control practices, pooling, transferring and shifting of risk, and;

2.   Reduced costs of administrative and claims administration services through central management, volume and combined purchasing power;

3.   Greater stability of insurance markets through size of combined membership, longer duration of insurance agreements, and such other options as to program costs and Participant contribution structures as in the best interests of CCS-JPA and its Participants;

4.   Reduced amount and frequency of losses of Participants;

5.   Improved control of sources of risk through the application of risk management and loss control techniques, and such other programs of CCS-JPA to support and assist its Participants;

6.   Improved recovery from responsible third parties and pursuit of cost-effective efforts in subrogation in the Board's discretion and in the name of CCS-JPA or the name of its Participant;

7.   Funding of adequate reserves by members to ease the impact of heavy losses and to engage in such other reserving efforts and budgeting for the stability of CCS-JPA and to assist with rate stabilization;

8.   Monitoring of local, state and federal legislative and agency risk management activities with the intent of advocating CCS-JPA's position through coordination with appropriate representatives; and

9.   Such further and additional matters which the Board in its discretion finds to be necessary and appropriate to serve the present and anticipated future interests of the Participants and the best interests of CCS-JPA as a whole.

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B.   To provide workers compensation liability and other group insurance, self-insurance, risk management, financing and purchasing programs, including, but not limited to payment of claims and benefits; administration of one or more risk sharing and risk-transfer programs, joint purchase of insurance, reinsurance, or excess insurance; joint purchase of administrative and other services including risk management, risk financing, financing, consulting, brokering, general administration, claims administration, claims adjusting, loss prevention, data processing, legal and related services; and such further and additional programs, services and facilities in the best interests of CCS-JPA and its Participants.

C.   To acquire, hold and dispose of property, real and personal, necessary or desirable for the purpose of providing the members of CCS-JPA with a complete self-insurance and risk management program, including but not limited to the acquisition of necessary facilities and equipment, the employment of personnel, and the operation and maintenance of a system of risk management.

D.   To pursue such other activities, programs and services, or to engage in combinations or ventures with other joint power authorities or public agencies and entities, as the Board determines in its discretion to be reasonable and necessary to CSS-JPA as a whole and in the best interests of its Participants.

SECTION 2.0 BOARD OF DIRECTORS

A.   The governing body of the Authority shall be the Board of Directors and may be referred to herein as the Board.

B.   Voting members of the Board shall be elected by the membership of the Authority. The exact number of members of the Board shall be established by resolution or motion of the Board consistent with the CCS-JPA joint powers agreement. The Authority shall endeavor to have a Board that represents the diverse types of schools that are Participants in the Authority. All members shall serve three-year terms effective July 1 and ending June 30, provided that the Board may determine the initial term of any newly created Board seat as less than three years in order to maintain the staggering of Board member terms. The election of the Board shall be by written ballot that may be cast at a meeting of the membership of the Authority or received by the Authority twenty-four hours prior to the date of the election. Each Participant in the Authority shall have one vote.

C.   The Board may declare vacant the seat of any Director who ceases to be qualified for his or her office, and the Board may appoint a successor to the vacant seat at a regular or special meeting of the Board. For example, when a Director, elected as a representative of a participating charter school based on his or her employment by the participating charter school, is no longer employed by a participating charter school, that seat may be declared by the Board to be vacant. However, a Director may also be elected as a representative of a participating school who is not employed by the participating school, such as a volunteer board member or an independent contractor of a participating school subject to Board approval of his or her relationship with the participating school(s) and ability to serve.

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D. The Board shall provide policy direction and formulate Board Policies to the Chief Executive Officer-President who shall serve as and be designated as the Program Administrator. The Board's functions include, but are not limited to, approval of:

1. Admission of new Members;

2. Involuntary termination of current Members for reasons other than nonpayment of any amount due to CCS-JPA;

3. Minimum bonding requirements for the officers of the Authority;

4. Delegation of investment authority;

5. Changes to the conflict of interest code and conflict of interest policies of the Authority;

6. An operating budget for CCS-JPA, to be approved in advance of the commencement of each fiscal year;

7. Arrangements, if any be made, with outside agencies for establishment of risk management related lines of credit;

8. Assessments and return of surplus funds through rate reductions, rate credits, or dividends, however denominated;

9. Amendment of the Bylaws;

10. Election of the officers of the Authority and approval of committees of the Board;

11. Actions regarding appeals of coverage disputes, when specifically requested by a Member.

Section 2.1 <u>Meetings of the Board</u>. The Board shall establish a time and place to hold regular meetings not less often than twice per year. Meetings shall be conducted in accordance with the Brown Act and such procedural rules as the Board shall adopt.

Section 2.2 <u>Board and Program Administrator</u>.

A. The Board shall employ or contract for the services of a Chief Executive Officer and President to serve as the Program Administrator to administer and operate CCS-JPA's programs of risk management under the direction and supervision of the Board.

B. Compensation, termination and other employment matters respecting the Program Administrator shall be governed by the Bylaws to the extent covered therein. CCSJPA may, but is not required to, enter into a written contract with the Program Administrator.

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C.   The Board shall employ or contract with a Chief Executive Officer-President with respect to CCS-JPA, and set the compensation for same.

Section 2.3   <u>Vacancies</u>. A vacancy may be declared by the Board whenever a director fails to attend two or more meetings of the Board or any committee to which the director has been assigned, within a 12-month period and without a valid excuse; (2) resigns; (3) is no longer qualified to serve; (4) due to death, disability, or other circumstance is unavailable to serve (as determined by the Board), or (5) has not been elected to fill a seat created. Vacancies shall be filled by the Board as soon as practicable.

SECTION 3.0 ADMINISTRATOR'S RESPONSIBILITIES

The Chief Executive Officer and President as Program Administrator shall perform the following functions:

1.   Implementing policy and monitoring activities of the Treasurer/Auditor;

2.   Maintaining an awareness of major developments which may affect CCS-JPA-handled programs;

3.   Selection of insurance brokers or companies, underwriting and actuarial consultants, legal counsel and other consultants;

4.   Selection of claims administration and claims adjusting services, including establishing selection criteria, interviewing candidates, making selection recommendations to the Board. Selection criteria shall include knowledge and understanding of the laws regarding claims against public entities;

5.   Establishing risk management programs, claims administration services, adjusting services, loss prevention services and other risk management services which can help the Authority carry out its risk management objectives and its obligations to Participants;

6.   Recommending to the Board each Participant's share of operating costs, as part of the budget;

7.   Establishing policies requiring Participants to increase reserves as may be needed to pay claims and expenses within the Participant's' self-insured retentions or in excess of CCS-JPA risk management programs;

8.   Recommending to the Board of a Conflict of Interest Code and other conflict of interest policies;

9.   Overseeing investments and financial administration of the Authority, subject to the adopted investment policy of the Board;

10.   Any other function of the Board, except those functions expressly reserved herein or by formal action of the Board.

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SECTION 4.0 COMMITTEES

The Board shall establish such committees as it shall deem necessary to assist it in conducting the business of CCS-JPA. Annually, the following committees shall be appointed by the Chair and approved by the Board:

      A.   Underwriting Committee. The Underwriting Committee shall review and recommend coverage changes in all self-insurance programs; review and make recommendations on new applications; review and recommend excess insurance and reinsurance levels; and other duties prescribed by the Board.

      B.   Claims Committee. The Claims Committee shall be charged with the responsibility for review of claims in all self-insurance programs. As to such claims, the Committee shall oversee reserving levels and reserving practices; review and recommend claims procedures; review and make recommendations or determinations regarding coverage of claims; recommend, as necessary, legal defense firms; assist the Program Administrator and consultants hired to administer claims, if any, in planning and implementing loss control activities and perform other duties as prescribed by the Board.

      C.   Dispute Resolution Committee. A Dispute Resolution Committee shall be created by the Board as an ad hoc committee when a dispute arises between a participant and CCS-JPA, and shall be comprised of a non-quorum group selected from or appointed by Board at the time of the dispute, and as needed, for the purpose of the Dispute Resolution process set forth in Section 10.

      Section 4.1   Advisory Committees. Except as expressly delegated to a committee by the Board, the Claims, Underwriting and Dispute Resolution Committees are advisory committees only, and they shall report their findings and recommendations to the Board. The Committees shall be assisted in their deliberations by the Program Administrator, CCS-JPA brokers, Actuary, and other consultants, as appropriate as determined by the Board.

      Section 4.2   Ad Hoc Committees. The Chair may establish ad hoc committees as necessary.

SECTION 5.0 OFFICERS

      A.   The officers of the Authority shall be:

          1.   Chair;

          2.   Vice-Chair;

          3.   Secretary, who may also serve as Treasurer, and his or her duly appointed deputies, if any;

          4.   Treasurer and Auditor, and his or her duly appointed deputies, if any.

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B.   The Board shall elect the Chair and Vice-Chair of the Authority.

C.   The Board shall designate the Secretary, Treasurer and Auditor in the manner provided for in these Bylaws.

D.   Each elected Officer may serve no more than two consecutive terms of three years each coextensive with the Officer's term(s) as a Member of the Board unless waived by a majority of the Board. Each Officer shall hold his or her position until relieved of functions as an Officer by either:

1.   Expiration of his or her elected or appointed term; or

2.   Removal by a two-thirds vote of the members of the Board.

Section 5.1   Chair.

A.   At the first meeting of each fiscal year, The Board shall elect a Chair to serve a three-year term.

B.   The duties of the Chair are to:

1.   Preside at and conduct meetings of the Board.

2.   Execute documents on behalf of the Authority.

3.   Exercise such spending authority as may be authorized by a resolution approved by the Board, within the approved budget.

Section 5.2   Vice-Chair

A.   At the first meeting of each fiscal year, the Board shall elect a Vice-Chair to serve a three-year term.

B.   The duties of the Vice-Chair are to assume the duties of the Chair when the Chair is absent or unavailable.

Section 5.3   Secretary.

A.   At the first meeting of each fiscal year, the Board shall elect a Secretary to serve a three-year term.

B.   The duties of the Secretary are to:

1.   Attend the meetings of the Board and make minutes thereof;

2.   Keep all official records of the Authority not required to be kept by the Treasurer.

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3.   File such notices and statements as are required by Sections 6503.5 and 53051 of the Government Code.

4.   Cause notices of meetings to be given as required by the Ralph M. Brown Act.

C.   In the absence of the Secretary, the Chair may appoint a Secretary pro tempore from among the members of the Board to carry out the Secretary's duties at any meeting except that a person appointed as a Deputy Secretary or Secretary pro tempore shall not be entitled to vote as member of the Board, unless otherwise qualified to vote. In addition, the Secretary shall recommend, and the Board may appoint such deputy Secretary to act on behalf of the Secretary, as the Secretary deems necessary or convenient.

Section 5.4   Treasurer.

A.   At the first meeting of each fiscal year, the Board shall elect a Treasurer to serve a three-year term.

B.   The duties of the Treasurer are to:

1.   Perform the duties of the Treasurer prescribed in Section 6505.5 of the Government Code;

2.   Sign warrants or such other negotiable instruments as may be used for proper disbursement of moneys from any CCS-JPA fund; and

3.   Recommend the investment policy of the Authority and make reports regarding investments in accordance with applicable law.

C.   The Treasurer shall recommend, and the Board may appoint such assistant or deputy treasurers to act on behalf of the Treasurer, as the Treasurer deems necessary or convenient. In addition, the Board may set minimum qualifications which any such assistant or deputy may be required to meet.

Section 5.5   Auditor.

A.   The Treasurer shall serve as Auditor.

B.   The duties of the Auditor are to:

1.   Perform the duties of the Auditor prescribed in Sections 6505 and 6505.5 of the Government Code.

2.   Issue warrants for the payment of claims of Participants after obtaining the member's authorization.

C.   Any assistant or deputy of the Treasurer is, ex officio, a deputy Auditor of the Authority.

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SECTION 6.0 PROGRAM ADMINISTRATOR

The Chief Executive Officer-President shall serve as Program Administrator subject to the direction and control of the Board. The Program Administrator shall have full charge and control of the affairs of the Authority, subject to the oversight and approval of the Board, consistent with the policies of the Authority and shall be responsible for the day-today administration, management and operation of CCS-JPA's programs of risk management, and supervision of the consultants, employees and contractors of the Authority consistent with the JPA Agreement, Bylaws, and directions of the Board. The Program Administrator shall also carry out duties as may be assigned from time to time by the Board or other committee of the Authority.

Section 6.1   Responsibilities. The responsibilities of the Program Administrator shall include, but not be limited to:

A.   Implementing all of the programs of the Authority in accordance with the adopted budget, including approval of payments, implementation of Board policies and complying with the directions of the Board;

B.   Preparing an annual budget for recommendation to the Board;

C.   Assisting the Board in selecting brokers, underwriters, actuaries, insurance companies, insurance policies, and claims administration services and other consultants, as needed, including exercising any delegated authority to make such selections;

D.   Developing effective risk management and loss control procedures and other programs and advising member entities on how to implement them.

Section 6.2   Compensation, Employment.   The Program Administrator shall be compensated for services in such amounts and manner as may be fixed from time to time by the Board, in conformity with the approved budget for the Authority.

SECTION 7.0 PARTICIPANTS

A.   Each charter school agrees to be bound by these Bylaws and shall:

1.   Submit an application for membership and obtain Board approval;

2.   Execute an original of the CCS-JPA Joint Powers Agreement, as amended from time to time;

3.   Participate in at least one program of the CCS-JPA within one year of joining CCS-JPA; and

4.   Pay a fee to CCS-JPA as determined by the Board for initial risk program analysis and structuring consulting services.

B.   A governmental entity which is not a charter school may be admitted as a Participant upon terms and conditions approved by the Board.

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C.   Additional requirements, as approved by the Board, may be imposed for participation in specific programs, insurance programs and risk areas.

Section 7.1   Duties of the Participants. Each Participant shall:

A.   Appoint a representative who may vote at the annual Participants meeting.

B.   Designate a representative (who may be the appointed representative) to act as a liaison with the CCS-JPA Program Administrator and to advise him or her of any proposed or altered program which may have significant risk management ramifications.

C.   Maintain an active safety committee.

D.   Provide necessary data to assist in obtaining reinsurance, excess insurance, claims administration services quotes, or as otherwise required for participation in specific programs.

E.   Establish and maintain a risk management program, such as an illness and injury prevention program and maintain adequate claims reserves.

F.   Pay when due all payments, premiums, contributions or assessments levied pursuant to the CCS-JPA Joint Powers Agreement, Bylaws, specific programs, insurance plans, or Board policies adopted in furtherance of the Agreement or Bylaws.

G.   Enter into and maintain contracts of insurance or reinsurance as required in risk areas or specific insurance programs in which the charter school is participating.

H.   Comply with the letter and spirit of the CCS-JPA Joint Powers Agreement and these Bylaws.

I.   Cooperate with the Authority in the timely reporting and management of claims and other reporting as may be required for participation in the programs of the Authority.

J.   Participate in all training designated by the Authority as mandatory for Participants, which may include but is not limited to sexual abuse prevention training.

K.   The Board, in its sole discretion subject to the Joint Powers Agreement, Bylaws and California law, may approve the withdrawal of a Participant that has not provided written notice of its withdrawal by March 31for the upcoming policy or program term, on the condition that the Participant agrees to pay to the CCS-JPA an amount equal to the member dues for the upcoming one-year term for all coverages that the Participant has participated in during the prior policy term and/or on such other conditions as the Board shall deem appropriate including those recited in Section 7.1

Section 7.2   Rights of Participants. The rights of Participants are to:

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A.	Have the Authority offer coverage agreements, and contracts of insurance with excess insurers to provide coverage above the level of risks retained by the Participant or the Authority.

B.	Receive assistance from the Authority in establishing and maintaining risk management programs compatible with the policies and programs of the Authority.

C.	Withdraw from participation as provided herein. A Participant shall be entitled to withdraw from CCS-JPA as a whole, or from a specific program in which it is participating, subject to providing the Chief Executive Officer-President and Board of CCS-JPA with a preliminary written notice and a Resolution of the Participant's governing board by March 31 prior to the following program year commencing July 1 or such earlier specific date as the Board may set. The notice shall state a reason or reasons for the withdrawal. The Participant may elect to rescind in writing its notice to withdraw by June 15 prior to the following program year commencing July 1 or such date as the Board may set. The Board may set such earlier date or eliminate the opportunity to rescind the preliminary written notice as needed for the sound administration of CCS-JPA's program and services. To the extent a Participant fails to comply with the minimum notice provisions for CCS-JPA or program withdrawal, the Board may set such remedies to ameliorate any financial and operational impact on CCS-JPA or the program.

SECTION 8.0 CLAIMS SETTLEMENT

Unless otherwise provided in a coverage agreement or insurance policy offered by or through the Authority, the determination of whether a claim is to be allowed, compromised, settled, or rejected shall be that of the party against whom the claim is filed; provided that no party shall have the power to commit the funds of the Authority to pay any claim without the consent of the Authority.

SECTION 9.0 DEPOSIT AND INVESTMENT OF AUTHORITY FUNDS

The Treasurer may deposit and invest Authority funds subject to the same requirements and restrictions that apply to deposit and investment of the funds of a charter school.

SECTION 10.0 DISPUTE RESOLUTION

A.	**Potential Issues Between CCS-JPA and Participant**

CCS-JPA is a joint powers authority with numerous Participants who have joined CCS-JPA and participate in CCS-JPA programs and services and have agreed to follow CCS-JPA's joint powers authority agreement ("JPA Agreement"), Bylaws, and other operating policies and procedures. To the extent any Participant has an issue or dispute outside of a claim against the Participant submitted to CCS-JPA for coverage which shall be resolved under the terms of the operative Memorandum of Coverage, which relates to its relationship with CCS-JPA, the JPA Agreement, Bylaws or other operations or policies, programs and rates, or any issues of any kind between the Participant and CCS-JPA other than CCS-JPA's handling of a liability claim, this process is desired to fairly and properly address those issues in furtherance of the operations of CCS-JPA and to assure responsiveness to Participant concerns while retaining at the Board level authority as to CSS-JPA.

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B.   <u>Initial Issues and Informal Resolution Process</u>

Whenever a Participant has a non-claim issue relating to CCS-JPA, the Participant shall first inform CCS-JPA's President and Chief Executive Officer and the Board Chair of the nature of the issue and to attempt in good faith to address it informally. The Participant shall provide the President-CEO and Board Chair with the identification of the issue, background and the position of the Participant, the President-Chief Executive Officer and Board Chair shall meet with the Participant within thirty (30) days of receipt, address the issues raised, and provide a response in writing no later than fifteen (15) days thereafter. Records of the informal resolution efforts and decision of the President-Chief Executive Officer and Board Chair shall be maintained by CCS-JPA.

C.   <u>Request for Reconsideration by Dispute Resolution Committee</u>

In the event the Participant disagrees with the position of CCS-JPA as communicated by the President-CEO and Board President pursuant to the Informal Resolution Process, the Participant shall make a written request to the President-CEO for consideration of the matter by the Dispute Resolution Committee. The Dispute Resolution Committee shall be created by the Board and shall be comprised of a non-quorum group selected from or appointed by Board in advance to be available as needed and not including the Board Chair. The Dispute Resolution Committee, on receipt of a request for reconsideration, shall within thirty (30) days schedule a meeting to attempt in good faith to address the issue. The Participant shall submit to the Dispute Resolution Committee any information and records the Participant wants to be reviewed and considered and do so no later than fifteen (15) days prior to the date of the Dispute Resolution Committee's Meeting. The Participant may also request a personal presentation to the Dispute Resolution Committee. The Dispute Resolution Committee shall meet on the matter and may, in the Committee's discretion, adjourn to a Closed Session to the extent confidential or other information is present entitling Closed Session consideration under the provisions of the Ralph M. Brown Act. The Dispute Resolution Committee shall report to and advise the Board of its Advisory Position for Board consideration, which if approved by the Board shall be reported to the Participant.

D.   <u>Board Appeal</u>.

The Participant and CCS-JPA shall have the option to appeal the advisory opinion of the Dispute Resolution Committee to the full Board for reconsideration by submitting such a request in writing no later than thirty (30) days after the issuance of the decision. The Board shall agendize the appeal in Open or Closed Session, as appropriate under the Ralph M. Brown Act, and inform the Participant of the date of the proposed appeal hearing. To the extent the Participant or CCS-JPA wishes to submit any information in addition to that provided to the Dispute Resolution Committee, it must be submitted no later than fifteen (15) days prior to the Board Meeting where consideration has been agendized. The Member and CCS-JPA may also request a personal presentation. The Board may, if determined to be necessary to an appropriate disposition of the appeal, schedule a further hearing at the next Board Meeting and undertake such further investigation and gathering of information as the Board may deem necessary to the fair and complete consideration of the appeal. The Board shall, on completion of the record to be reviewed, evaluate and render a decision on the Appeal within thirty (30) days.

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SECTION 11.0 AMENDMENT OF BYLAWS

By a two-thirds vote of the members of the Board, the Board may amend these Bylaws from time to time in accordance with the CCS-JPA joint powers agreement except where the JPA Agreement requires a higher percentage.

SECTION 12.0 NOTICES

A.   Notice to the Authority shall be given by delivery of such notices to the Secretary of the Authority.

B.   Notice to Participants shall be given by delivery of such notice to the Secretary of each Charter school.

SECTION 13.0 MEANING OF TERMS

Any capitalized term that is not defined herein shall have the meaning assigned to it in the CCS-JPA Joint Powers Agreement.

SECTION 14.0 EFFECTIVE DATE

These Bylaws, including any amendments thereto, shall be effective immediately upon their adoption by the Board.

RESOLUTION OF BOARD OF DIRECTORS OF THE _____ CHARTER SCHOOL JOINING THE CALIFORNIA CHARTER SCHOOLS JOINT POWERS AUTHORITY, DBA CHARTERSAFE

WHEREAS, it is in the best interests of the _____ charter school ("School") to establish a joint powers agency to administer programs for group purchasing, financing, risk management, insurance, self-insurance, and risk sharing; and

WHEREAS, the joint powers authority will offer significant advantages to the School in terms of cost, liability protection and services; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the _____ charter school:

1.   The _____ charter school agrees to join the California Charter Schools Joint Powers Authority (CCS-JPA, DBA CharterSAFE) and

2.   Application for a certificate of consent to self-insure for workers compensation insurance to be submitted to the Department of Industrial Relations is hereby authorized, as necessary for the School to participate in the workers compensation self-insurance program of the Authority.

3.   The School Director is hereby authorized to execute any and all documents as necessary to carry out the purposes of this Resolution.

4.   That the Clerk /Secretary is directed to certify a copy of this Resolution and to forward the same, together with a copy of the executed joint powers agreement, to the California Charter Schools Joint Powers Authority.

PASSED, APPROVED AND ADOPTED this _____ day of _____, 2016 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Chair/President

ATTEST:

_____
Clerk/Secretary

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Coversheet

Approve 2025-2026 Cadet Handbook

Section: IV. Action Items
Item: D. Approve 2025-2026 Cadet Handbook
Purpose:
Submitted by: CMSgt (CA) Thomas James
Related Material: Cadet _ Parent Handbook 2025-2026 (1).pdf

BACKGROUND:

Is is the practice of OMI to bring the Cadet Handbook to the Board for approval annually to ensure the cadet policy guide accurately represents all state and federal compliance and regulation updates and upgraded site practices and policies. Furthermore, the handbook attached represents improved formatting that is abridged for user friendliness and better parent communication.

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the Board approve the 2025-2026 Cadet Handbook.

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

CADET / PARENT HANDBOOK
2025-2026

Revised June 2025

CHAPTER 1: INTRODUCTION

OMI 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 Motto

OMI's motto, *Age Quod Agis*, translates to "Do Well Whatever You Do," reflecting the institution's commitment to excellence in all endeavors.

OMI Creed

"I am a cadet of Oakland Military Institute. I strive for excellence in all I do. I lead with honor, act with integrity, and serve with purpose. I uphold the traditions of my school and prepare myself to succeed in college and in life."

OMI Guiding Pillars

OMI's educational philosophy is structured around four foundational pillars:

- **Academics**: Emphasizing a rigorous curriculum that includes language arts, mathematics, science, history, world languages, fine arts, leadership, and physical fitness. The goal is to prepare cadets to meet and exceed college admissions standards.

- **Leadership**: Developing leadership skills through participation in the California Cadet Corps, where cadets assume increasing responsibilities within a structured military framework.

- **Citizenship**: Instilling a sense of civic duty and ethical behavior, with cadets expected to uphold a code of honor and demonstrate integrity in their actions.

- **College Readiness**: Preparing cadets for post-secondary education by ensuring they complete at least two college courses through dual enrollment programs before graduation.

These pillars are designed to cultivate well-rounded individuals who are academically proficient, leadership-oriented, civically responsible, and prepared for higher education.

OMI Code of Conduct

"A CADET IS RESPECTFUL AND WILL NOT LIE, CHEAT, OR STEAL, OR TOLERATE THOSE WHO DO"

At OMI, cadets learn and behave by a code of conduct that will serve them well during their time at the School and long after they have graduated. It is simple, and should govern everything cadets do both on and off campus. Violating the cadet code will lead to disciplinary action and possible dismissal from the Oakland Military Institute.

TO BE RESPECTFUL is to honor the fundamental infinite dignity and worth of each individual. It means to treat oneself, others, and the property of others the way we would like to be treated. Respect is at the heart of the golden rule, "Do unto others as you would have done unto you." Cadets do not engage in physical, verbal, or emotional abuse of others. This includes peers, school staff, and members of the community. They do not bully, harass, or intimidate others. They keep their environment clean and free from vandalism.

TO LIE is to make an untrue statement, intending to deceive or produce a false impression. The statement can be oral, written or implied by action. Making a statement that is only half-true, or attempting to give a false impression by leaving out pertinent information is lying.

TO CHEAT is to attempt or to aid in an attempt to gain unfair advantage over others. For instance, using the work of another person as your own is cheating. Likewise, allowing someone else to claim your work as theirs is another form of cheating.

TO STEAL is to knowingly take a property or service, temporarily or permanently, without consent. Taking or borrowing without permission is stealing.

TO TOLERATE is to ignore the dishonorable actions of other cadets. A cadet who knows that another cadet violated the Honor Code has an obligation to report it. A cadet who sees another cadet be disrespectful, lie, cheat or steal and does not report the incident has violated the honor code.

CHAPTER 2: ACADEMICS

Course Catalog

All OMI cadets will participate in coursework stressing fundamental, core subjects. Cadets will attend courses in subject areas of English Language Arts, Mathematics, History, Science, Language Other Than English, and Military Science and Physical Education (see OMI Course Catalog)

Cadets should expect to take numerous tests and quizzes during their years at OMI. Comprehensive semester and final examinations are required in all courses not only for evaluation of the semester's work, but also to provide the cadet with the experience of taking major exams under strict time requirements. No cadet may take a delayed semester examination except for reasons of proven illness or family emergency. Minimum "competency" exams may be required for subjects at higher-grade levels as a prerequisite to enrollment in the next course level. Proficiency exams may be used to determine placement.

Grades & Learning

Grades represent an assessment of the cadet's work and potential for success and are a measure for reporting progress and achievement. They aid cadets in determining their individual strengths and areas for learning growth for each curricular subject area, and they are incentives to greater academic growth.

Description of Grades

All grades at OMI adhere to the following standards: OMI awards academic grades honestly and fairly based on Cadet achievement of skills, content, and mastery of standards. Teachers work within the grading guidelines provided by the administration, but have flexibility in creating specific criteria for their classes. Please review all your teacher's syllabi for a detailed explanation of the grading criteria for each course. Mastery may be demonstrated in various ways such as but not limited to; Tests, Homework, Quizzes, Presentations, Classwork, Presentations, Journals/Notes, Research, Participation, Essays, Engagement Activities, Formative Assessments and more.

Report Cards are issued two (2x) times a year, upon the conclusion of each school semester as designated on the Yearly Training Calendar (YTC).

Progress Reports are issued at the sixth (6) and twelfth (12) week marks of each semester, as designated by the YTC. Parents and cadets may be informed of their progress in a timely manner that allows them to partner with their classroom teachers for their academic progress.

Parents/Guardians should consult the YTC for report card and progress report dates, and review cadet report cards and progress reports when they arrive. If you do not receive report cards and/or progress reports please contact the school Registrar immediately.

Parents may also access their cadet's academic records through the Aeries parent portal.

Grades are determined according to the standard grading scale, unless otherwise modified by the classroom teacher, who may implement a standards-based or equitable grading system. Please note: a grade of D is assigned for scores between 60% and 69.9%. Any score below 60% will result in a failing grade of F.

Letter Grade	Percentage	GPA
A	90% +	4.00
B	80% - 89.9%	3.00
C	70% - 79.9%	2.00
D	60% - 69.9%	1.00

Note: Advanced Placement (AP) and Honors (H) courses are graded on the same scale but include a 1-point GPA bump. The letter grade of A would earn a cadet 5.00 on the GPA scale, however, the letter grades of D or F do not earn a GPA grade bump for either AP or H courses.

Cadets or parents/guardians who have questions regarding a grade should first attempt to resolve the problem with the teacher concerned. The request for a grade review must be made in writing within one month of the grade being issued. If the dispute is not resolved, the teacher and/or cadet/parent may appeal to the Director of Student Services who will make the final decision.

PACT/ACT/ PSAT/SAT: OMI encourages Cadets to take the PACT, ACT, PSAT, and SAT.

Honor Roll

Cadets are eligible for Honor Roll if they complete a semester earning a TOTAL GPA as indicated below:
- Commandant's List: GPA of 3.0 - 3.4
- Superintendent's List: GPA of 3.5+

Homework

It is our belief that good study habits and consistent completion of homework are necessary for success in college. Completion of homework is mandatory. The purpose of homework at OMI is to reinforce material covered in class, to accelerate learning outside of class, and to prepare Cadets for the next lesson. Homework is one of many assessments that OMI teachers design and use to measure Cadet learning. Cadets must complete homework assignments regularly and to the best of their ability. Homework effort and quality of homework are components of Cadet grades in all academic courses. Cadets should expect to spend about two hours each night completing homework in the 6th, 7th, 8th, and 9th grades and more time in the higher grades. Advanced Placement and Honors classes will require more homework than the typical class. Absence from school does not excuse Cadets from completing homework or from meeting deadlines. If absent, the Cadet is responsible for checking class websites and/or emailing

the teacher for assignments. Cadets are also encouraged to contact a classmate for appropriate assignments. In the event a Cadet is suspended from school, OMI may provide homework assignments which can be picked-up at the school office for the duration of the suspension.

Late Work Policy

Cadets must complete homework assignments regularly. Cadets may hand in late work and miss classes for a number of reasons, some of which are legitimate. At OMI students are able to submit late assignments after the original due date. After the two week window no assignments will be accepted.

Parent Online Access to Grades

All parents are given access at registration to a parent portal (Aeries) where they can access their Cadet's academic, attendance, and disciplinary records. Parents who need assistance with accessing the parent portal may contact the school office or any school administrator. Parents are always welcome to come to contact the Parent Liaison for assistance.

Academic Commitment and Probation Policy

Full commitment to academics is expected of all cadets. Cadets are required to put forth their best effort, strive for excellence, and seek help from teachers when needed.

Any cadet who receives a grade of "D" during any grading period or has a GPA below 2.0 may be placed on academic probation. While on probation, cadets may be assigned to tutoring and will likely become ineligible for extracurricular activities until academic performance improves.

Consequences of Academic Probation may include:
- Mandatory after-school enrichment or tutoring
- Saturday School Tutoring
- Peer mentoring
- Teacher conferences
- Cadet Support Team (CST) meetings
- Conference with the Commandant or Superintendent
- Ineligibility for:
  - Extracurricular activities
  - Athletics
  - Non-academic field trips
  - Cadet promotions

Academic Grade Level Promotion

Oakland Military Institute (OMI) is a college preparatory academy committed to academic excellence and preparing cadets for success in high school, college, and beyond. In alignment with this mission, cadets must demonstrate both academic achievement and motivation to advance to the next grade level. Promotion is contingent upon earning passing grades in all courses and meeting credit requirements.
Cadets who do not meet grade-level skill expectations will be required to attend OMI's targeted summer skill-building program (Summer School). This program is designed to help cadets strengthen academic foundations and prepare for the rigor of the next grade. Cadets who receive a final grade of "F" in any course at the end of the second semester must successfully

complete summer school coursework to be eligible for promotion. Failure to do so may result in a recommendation for retention.

OMI provides multiple academic support opportunities throughout the school year, including the After School Program, Credit Recovery, and Saturday Camps. Despite these supports, cadets who receive more than one final "F" in core academic subjects—including Military Science—will not be eligible to advance to the next grade level. A*cademic progression for cadets in the Special Education program will be determined by the IEP team.*

To be classified as a 10th grader, cadets must have earned at least 60 credits; for 11th grade, 130 credits; and for 12th grade, 190 credits. Cadets who do not meet these credit thresholds will be issued identification badges reflecting their actual grade level. Participation in grade-specific activities (e.g., junior retreat, senior events) will be based on earned credits, not cohort year.

This policy ensures that all cadets are academically prepared for the challenges ahead and reinforces OMI's commitment to high standards and academic success.

Graduation

There are minimum credit requirements that cadets must complete in order to graduate from OMI. Cadets must earn a grade of C or higher in each course in order to meet minimum A-G requirements, for admission into the University of California and California State University systems. The OMI high school graduation requirements are listed below.

UC a-g Categories (Earned grade of C or above)	OMI Graduation Requirements	Credits
a (30)	History	30
b (40)	English	40
c (30)	Math	30
d (20)	Science	20
e (20)	World Language	20
f (10)	Vis/Perf Arts	10
g (10)	Military Science/ Student Leaders	20
	Military Science PE/ Student Leaders PE	20
	Elective	25
	Ethnic Studies*	5
	Total	**220**

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

Statewide Testing

OMI shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress or CAASPP) and applicable student groups (e.g., the English Language Proficiency Assessments for California or ELPAC) Notwithstanding any other provision of law, a parent or guardian's written request to OMI officials to excuse his or her child from any or all parts of the state assessments may be granted.

Dual Enrollment Course Enrollment

Cadets are encouraged to take courses at local community colleges. A Special Enrollment form must be completed and signed by the school counselor. OMI has a partnership with the Peralta Community College District to offer Community College Courses on the OMI campus. Enrollment in these courses requires permission from the OMI College and Career Counselor and the OMI Director. These courses are generally offered free of charge. Cadets may be required to pay for textbooks or rent textbooks. Cadets are reminded that these courses are taught by college faculty who will hold OMI Cadets to the same rigorous standards of the college. Cadets who struggle with reading, writing, and mathematics are discouraged from enrolling in these advanced courses. There are many other courses offered on the OMI campus to support Cadets who struggle in these areas. Specific policies with regards to community college courses on the OMI campus include:

1. Cadets must meet published registration deadlines and protocols.
2. There are specially published schedules for these classes which may include times outside the normal school day and/or which may include opportunities for enrolled Cadets to leave school before the end of the regularly scheduled school day.
3. Generally, these courses will take place on campus. However, concurrent enrollment courses are available off campus.
4. Cadets receive college credit on Peralta College transcripts that become a permanent part of the Cadet's college record. College policies on withdrawal from courses and the consequences of withdrawal apply. It is important for Cadets to remember that should they receive a poor grade in a college course, that grade will be part of their lifetime college transcript.
5. College instructors will hold Cadets to the same rigorous standards to which they hold regular college students. That includes the expectation that for each 3-unit course, approximately 15 hours per week of outside reading, writing, and study are expected.
6. Plagiarism in a community college course will carry consequences both at the college and at OMI.
7. Should a Cadet's behavior be unacceptable, the college instructor has the option to deny the Cadet's participation in the class and the Cadet will receive a failing grade on their transcript.
8. There are no progress reports from college courses so parents and Cadets are expected to "stay on top of" Cadet performance. Self-discipline is the key to success in these special courses.

Cal Grant Program for College

A "Cal Grant" is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum Grade Point Average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants. In order to assist Cadets who apply for financial aid, all grade 12 Cadets are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted to the California Student Aid Commission (CSAC) electronically by a school or school district official. A Cadet, or the parent/guardian of a Cadet under 18 years of age, may complete a form to indicate that he/she does not wish for the school to electronically send CSAC the student's GPA. Only the parent/guardian may opt out of this program, on behalf of a Cadet, who is not yet 18 years old. Once a Cadet turns 18 years of age, only the Cadet may opt himself/herself out, and can opt in if the parent/guardian had previously decided to opt out.

All grade 12 Cadets GPA will be sent to CSAC before March 2nd of each calendar year. The Cal Grant application submission deadline is October 1st of the Cadet's 12th grade year.

Military Science Elective & Curriculum

OMI employs a military structure to support and enhance academic achievement. Cadets are required to pass all Military Science courses with the same rigor and expectations as their other academic subjects. Academic performance directly influences cadet rank, which in turn contributes to their progression within the Military Science program.

Cadet Ranking Structure

OMI is a leadership academy and offers numerous opportunities to our students to achieve different ranks, roles and responsibilities. We have established a graduation requirement that all Cadets achieve the rank of Cadet Sergeant (c/SGT) as a minimum, which will expose all cadets to leadership responsibilities.

The CACC has established standards to achieve these ranks and can be found here.

Summer School

Summer school at OMI serves as an essential extension of the academic year, offering students in grades 6–12 the opportunity to recover credits, strengthen foundational skills, or advance in specific subject areas. Participation may be required for cadets who did not meet academic standards during the regular school year or who need additional support to stay on track for promotion or graduation, as noted earlier in the handbook under the academics and learning section. . In some cases, cadets may also enroll voluntarily to get

ahead or explore enrichment courses, depending on availability.

The summer session typically runs for four weeks, with classes held Monday through Friday. Attendance is mandatory for enrolled cadets, and excessive absences may result in removal from the program and loss of credit. Cadets are expected to arrive on time, participate fully, and adhere to the same behavioral expectations as during the regular school year.

Enrollment in summer school is coordinated through the counseling office. Parents and cadets will be notified in the spring if summer school is recommended or required. Registration deadlines must be met to ensure placement, and space may be limited. Priority is given to cadets needing credit recovery or academic intervention. Course offerings vary each year based on student needs and staffing availability.

Cadets who successfully complete summer school courses will receive credit toward graduation or promotion, as applicable. Final grades will be recorded on the student's transcript and may impact GPA. It is important for families to monitor progress and maintain communication with summer school instructors to ensure student success.

CHAPTER 3: CADET STANDARDS

Attendance

Purpose

Oakland Military Institute (OMI) maintains that consistent, punctual attendance is a key factor in academic success, leadership development, and preparation for college and life. This policy outlines expectations and procedures for student attendance and is grounded in the belief that every cadet must be present to fully benefit from the rigorous instructional program and military leadership training provided at OMI.

General Expectations

- Cadets are expected to attend school every day unless excused for a legitimate reason.
- Parents/guardians are expected to schedule appointments and family obligations outside of school hours whenever possible.
- Absences and tardiness without valid documentation will impact cadet standing in academic, extracurricular, and military programs.

Excused Absences

- Personal illness (medical note required after 10 absences)
- Quarantine as directed by health authorities
- Medical, dental, optometric, or mental health appointments
- Attendance at a funeral for an immediate family member (1 day in-state, 3 days out-of-state)
- Court appearances or legal obligations
- Religious holidays or observances (limit: 4 school days/month)
- Naturalization ceremonies
- College visits (limit: 2 per academic year for grades 11–12; prior approval required)

Absence Verification

OMI will excuse an absence only for the above reasons, consistent with California Education Code and OMI standards:

- Parents/guardians must verify absences within 48 hours via note, call, or email to the Attendance Office.
- After 10 excused absences for illness, a doctor's note will be required for any future illness-related absences.
- Absences that are not verified will be marked unexcused and subject to disciplinary response.

Tardiness

- Cadets are expected to be in formation or seated in class at the designated start time.
- Tardies exceeding 30 minutes without valid excuse will be considered unexcused absences.

- Progressive consequences:
  - 1–2 Tardies = Warning and parent contact
  - 3–5 Tardies = Detention and parent conference
  - 6–9 Tardies = Cadet contract, loss of privileges
  - 10+ Tardies = Referral to Cadet Honor Board; probation or SARB involvement

Truancy

- Defined as 3 or more unexcused absences or excessive tardiness (30+ minutes) without valid excuse.
- Chronic truancy: 10% or more school days missed without valid excuse
- Consequences include loss of extracurricular eligibility, SARB referral, and potential disenrollment per school policy.

Attendance Incentives

To promote exemplary attendance, OMI will recognize cadets with:
- Perfect Attendance Awards (monthly and semester-based)
- Priority consideration for cadet promotions and leadership roles
- Public recognition during regimental events and assemblies

Make-Up Work

Cadets with excused absences are responsible for making up missed work within a reasonable time frame. Cadets with unexcused absences may not receive full credit for missed assignments or assessments.

Leaving Campus

Cadets are permitted to leave campus before dismissal only with Parent/Guardian written authorization provided to the Main Office prior to the cadet's departure from campus. Unauthorized departure is considered truancy and may result in disciplinary action. Cadets will not be released within the last 20 minutes of the school day due to classroom disruption.

Work Permits

Cadets must obtain a work permit to be lawfully employed in the state of California. Cadet work hours may not interfere with school hours. Cadets must meet a minimum GPA of 2.0 and an attendance rate of 90% to meet the minimum eligibility requirements for issuance of a work permit.

Eighteen-Year-Old Cadets

Cadets aged 18+ may request to self-authorize attendance notes. However, misuse of this privilege (e.g., frequent absences, early departures) will result in revocation and reversion to parent verification.

Attendance and Promotion

Attendance is a key factor in determining academic promotion, eligibility for grade-level events, and

participation in extracurricular programs. Excessive unexcused absences or tardiness may result in academic review or promotion denial.

Tiered Attendance Recognition Program

Tiered Attendance Recognition System

Features:
- Tier 1: Perfect Attendance (0 absences, 0 tardies in a quarter/semester)
- Tier 2: Excellent Attendance (1–2 excused absences, 0 unexcused, no tardies)
- Tier 3: Improved Attendance (documented improvement from prior quarter

Incentives:
- Certificates & public recognition at assemblies
- Priority access to student leadership roles or exclusive field trips
- Early lunch or front-of-line passe
- Custom school swag or academic supply kits

Company-Based Competition

Features:
- Companies compete for best attendance
- Weekly updates posted on leaderboards
- Bonus points awarded for 100% attendance days

Incentives:
- Team pizza parties, "Company (unit)" recognition
- Extra privileges during school wide events
- Access to themed dress days

Quarterly Raffle System

Features:
- Cadets with perfect or excellent attendance entered into prize raffles
- Prizes: gift cards, headphones, book vouchers, local event tickets
- Larger prizes (e.g., tablet or college scholarship credit) for full-year attendance

Incentives:
- Builds excitement and visibility for good attendance
- Allows broader inclusion without stigmatizing absentees

Parent/Guardian Engagement Rewards

Features:
- Attendance awards include family recognition letters
- Family appreciation breakfasts for students with strong attendance
- Monthly drawings for families (e.g., gift cards, grocery assistance)

Incentives:

- Reinforces partnership between school and home
- Recognizes effort families put into ensuring daily attendance

Uniform and Appearance Standards

Purpose

Cadets at Oakland Military Institute are expected to wear their uniforms with pride, precision, and professionalism. These standards are modeled after California Cadet Corps (CACC) regulations and honor the dignity and cultural expression of each cadet as protected under California law.

Uniform Expectations

- Cadets must be in full, clean, and properly fitted uniform during the school day, during formations, and at official events unless otherwise directed.
- Uniforms must be worn as prescribed, including appropriate headgear, footwear, and accoutrements.
- Uniform substitutions are not authorized unless approved by the Commandant or required for accommodation.

Appearance Standards

- Uniforms shall be worn with pride, pressed, and without unauthorized alterations.
- Cadets must maintain a neat and well-groomed appearance.
- Fingernails must be clean, trimmed, and not pose a safety concern. Nail polish is permitted if it is conservative and does not interfere with cadet duties.
- Makeup, if worn, must be conservative and not detract from the uniform.

Hair Grooming Standards

In alignment with CACC guidelines and the CROWN Act (SB 188), OMI respects the right of cadets to wear natural hair and protective hairstyles, including but not limited to afros, braids, twists, cornrows, locs, and Bantu knots.
- Hairstyles must allow for the proper wear of uniform headgear.
- Hair must be clean and well-maintained; extreme or distracting styles, including symbols or patterns shaved into the hair, are not permitted.
- Headwraps, scarves, or coverings worn for religious or medical reasons are permitted.
- Only neutral colored hair ties are allowed to be worn (no scrunchies, bows, hairnets, etc).

Jewelry and Accessories

- Cadets may wear one small, stud-style earring in each ear (no hoops or gauges).
- No visible facial piercings are allowed while in uniform, including nose, eyebrow, or tongue rings.

- Watches and medical alert bracelets are authorized.
- Religious symbols may be worn discreetly beneath the uniform if they do not interfere with duties or pose a safety concern.
- If a necklace is worn, it must be religious and be able to be tucked into the shirt.

Uniform Inspections and Accountability

- Cadets are subject to periodic uniform and grooming inspections.
- Uniform infractions will be documented and may result in progressive disciplinary consequences:
  - First Infraction: Verbal warning and corrective action
  - Second Infraction: Detention or loss of privileges
  - Repeated Infractions: Referral to Honor Board and possible probation
- Excessive uniform infractions will result in a reduction of the cadet's Military Science grade.

Uniform Exemptions and Accommodations

- Religious, medical, or cultural requests for uniform or grooming accommodations must be submitted in writing to the Commandant's Office.
- Accommodations will be reviewed and approved on a case-by-case basis in accordance with California Education Code and state nondiscrimination law.

Standards for Uniforms and Appearance

Philosophy

The OMI uniform standards are intended to further the mission of the School, to minimize disruption and promote the health, safety and welfare of all cadets. Parents are expected to support this philosophy and are encouraged to discuss it with their TAC Team Standards of personal appearance are integral to the success of a disciplined organization.

- ➢ 1st Uniform Infraction - documentation on Aeries parent contact, corrective action notice. (Lunch detention is issued)
- ➢ 2nd Uniform Infraction - parent contact, corrective action notice, after (Lunch detention is issued)
- ➢ 3rd Uniform Infraction - parent contact, corrective action notice, (lunch detention is issued, and parent conference is requested)

NOTE: A CADET will continue to have lunch detention until the uniform infraction is corrected. Levels of discipline will be determined by the engagement with parents or guardians, and the cadet's adherence to the uniform of the day.

OMI expects cadets to wear the complete and proper uniform from the time they leave their homes in the morning, until the time they return to their homes after school hours, except in cases where a cadet changes for school-sponsored athletic practices or games. As a matter of pride and integrity, Cadets are held accountable for their appearance and conduct both on and off campus when in uniform.

Basic Uniform Descriptions

Class A Uniform

The Class A Uniform is worn by select cadets for all formal occasions during the school year, including Pass in Reviews, Senior Ceremony/Change of Command and other times as directed. The Class A Uniform includes the Four-Button Coat, dress pants, white short or long-sleeved shirt, black four-in-hand tie or neck tab, black dress shoes, black dress belt with brass buckle and black garrison cap. Accessories worn include a plain white crew neck T-shirt, black dress socks, and appropriate undergarments. Cadets may wear an optional black skirt. Cold weather accessories (with the exception of the beanie and ear caps) are allowed as explained in this handbook. **Class B/Class A Uniform will be worn by all cadets every first Wednesday of the month unless coordinated through OMI Operations.**

Class B Uniform

This uniform is an item of initial issue . The Class B Uniform as issued, includes the dress jacket, pants, white or khaki short-sleeved shirt, a black tie, black dress shoes, black dress belt with brass buckle and black garrison cap. Accessories worn include a plain white crew neck T- shirt, black dress socks, and appropriate undergarments. Cold weather accessories are allowed as explained in this handbook. Class B Uniform is authorized for Pass in Review depending on the weather. **Class B/Class A Uniform will be worn by all cadets every first Wednesday of the month unless coordinated through OMI Operations.**

Class C Uniform (Coyote Brown)

The cadet utility uniform, coyote brown, is also commonly referred to as the Class C uniform. The Class C uniform is considered a secondary uniform and will be stocked and issued as funding allows. The Class C uniform is designed to fit loosely; alterations to make them fit snugly are not authorized. A tight fit reduces the airflow needed for ventilation and cooling. (2) The coat is worn outside the trousers. The coat will not extend below the top of the cargo pocket on the pants and will not be higher than the bottom of the side pocket on the pants. (3) When the sleeves of the coat are rolled up, the button cuff will remain exposed. Cadets will roll the sleeves neatly above the elbow, no more than 3 inches above the elbow. The Class C trousers are to be worn at the waistline, with a belt. Cadets will wear the trousers bloused, using the draw cords or blousing bands, if the trousers are not tucked into the boots. Cadets will not wrap the trouser leg around the leg tightly enough to present a "pegged" appearance. Cadets will not blouse the boots so that the trouser leg extends down to the ankle area. When bloused, the trousers should not extend below the third eyelet from the top of the boot. Pockets with buttons are worn buttoned, except when accessing

Authorized Headgear: There are various types of head gear that are authorized and earned from the CACC. This includes the black or red Beret, Baseball-style Cap, the Utility Cap, or the Drill Instructor Hat. Authorized

Accessories. include Utility "Rigger" Belt, Boots, Cushion Sole Boot Socks, Black or White Crewneck Undershirt, Black "Condor" Jacket. Color guard and drill team distinctive items. Insignia and accouterments must include Grade Insignia, California Cadet Corps Patch, California Flag Patch, Unit Patch, Duty Patch, Nametape, Organizational Nametape. Decorations, awards, and medals authorized for wear include awarded Special Skill Badges, Achievement and Status tabs. For Awards and decorations specified for Youth ChalleNGe utility uniforms as authorized in GYA/SYA/DYA Regulation 670-1

Physical Training (PT) Uniform

<u>This uniform is an item of initial issue</u>. The PT uniform includes a sweatshirt with OMI or Cadet Corps logo, and a black colored crew neck t-shirt with the OMI logo. Accessories worn include a pair of black shorts with the OMI logo, all black lace-up athletic shoes without design or logo (with all black shoe laces), crew length all white/black athletic socks, and appropriate undergarments. Cold weather accessories are allowed as explained in this handbook.

Grizzly Dress

Grizzly dress is designed to offer a non-military style uniform while maintaining a professional appearance with a collared polo shirt. Cadet are not permitted to wear jeans, ripped or not, and bulky cargo pants (to include class C pants) that detract from the professional look. Cadets are authorized Grizzly Dress on certain occasions, to include Friday's and field trips, as described on the field trip permission slip. Below is the breakdown of Grizzly Dress for the SY 2025-2026.

Middle school: Maroon school issued polo and black slacks or Class B pants.

High school: Black school issued polo and tan slacks.

* Not wearing the polo is not an option and will be enforced utilizing the discipline matrix accordingly.

Candidate Uniform

<u>This uniform is an item of initial issue</u>. The Candidate Uniform is worn by prospective Candidates who have completed all phases of the application process. It is worn during the OMI Summer Camp. Cold weather outerwear and accessories are authorized for purchase and wear by Candidates explained in this handbook. The Candidate Uniform is composed of the following:
- OMI Summer Camp Cap
- OMI white t-shirt
- OMI black shorts
- OMI black sweatshirt
- OMI black sweatpants
- All-white crew-length athletic socks
- All-black lace-up athletic shoes (with all black shoe laces)

Authorized Footwear (PT and Grizzly Dress)

Running or cross training shoes with at least one inch of outer sole/support. Flat support, no sole, court, or skating shoes are not authorized. There are no color restrictions for running shoe/cross training shoe when worn with the PT or Grizzly dress.

Unauthorized Footwear

Zero drop, skate shoes, Converse, Crocs, clogs, slippers or other footwear that are open anywhere on foot and not just the toes are not authorized. Below are a few examples of footwear which are not authorized by OMI.

Grooming Standards

When entering campus wearing or carrying an unauthorized uniform item, ALL CADETS will be asked to remove the item and turn it in and pick it up at the end of the school day.

The OMI Commandant is the final authority in determining whether a cadet's appearance is within the spirit of the OMI policies and standards.

Eyewear

Conservative civilian prescription eyeglasses are authorized for wear with all uniforms.

Conservative prescription and nonprescription sunglasses are authorized for wear when in a garrison environment, except while indoors. Individuals who are required by medical authority to wear sunglasses for medical reasons, other than refractive error, may wear them, except when health or safety considerations apply. Commandants may authorize sunglasses in formations or field environments, as appropriate.

Eyeglasses or sunglasses that are trendy or have lenses or frames with conspicuous initials, designs, or other adornments are not authorized for wear. Cadets may not wear lenses with extreme or trendy colors, which include, but are not limited to, red, yellow, blue, purple, bright green, or orange. Lens colors must be traditional gray, brown, or dark green shades. Personnel will not wear lenses or frames that are so large or so small that they detract from the appearance of the uniform. Personnel will not attach chains or ribbons to eyeglasses. Eyeglass restraints (to include bands) are authorized when required for safety purposes. Personnel will not hang eyeglasses or eyeglass cases on the uniform and may not let glasses hang from eyeglass restraints down the front of the uniform. Glasses may not be worn on top of the head at any time.

Cadets are authorized to wear ballistic spectacle eye protection issued by the California Cadet Corps and OMI.

Restrictions on contact lenses. Tinted or colored contact lenses are not authorized for wear with the uniform. The only exception is for opaque lenses that are prescribed medically for eye injuries. Clear lenses that have designs on them that change the contour of the iris are not authorized for wear with the uniform. Contact lenses may be restricted by the Commandant for safety or mission requirements.

Jewelry

Cadets are not allowed to wear any jewelry in their nose, face, eyebrow, neck, or other visible area while in any OMI uniform. (i.e., nose/lip rings, tongue rings, eyebrow rings, etc.). Rings, necklaces, rosary beads, or bracelets of any type are not authorized.

ONLY one discrete religious medallion on a chain may be worn under t-shirts such that neither the chain nor medallion are visible. An inexpensive watch that is black or neutral in color may be worn with all uniforms. Any cadet with ear or nose piercing may wear clear bioplast or plastic piercing retainers while in uniform.

Female cadets have the option to wear earrings in Uniform. Stud earrings may be screw-on crip-on, or post-type earring in gold, silver, or diamond. Pearls are not authorized to wear in the uniform, but are authorized in formal attire (Class A, and Class B uniform). The earring will not exceed 6mm or ¼ Inch in diameter, and they must be adorned (plain) or spherical (round). When worn, the earrings will fit snugly against the ear. Hoop two-sided, or drop earrings are not authorized. Female cadets may wear earrings only as a matched pair, with only one earring per standard ear lobe. Earrings are not authorized to be worn in the cartilage, industrial, transverse lobe, tragus, or conch part of the ear. Earrings will not be worn during bivouac or field environments. For the piercings that are not authorized, plastic transparent "spacers" no larger than 1/8 inch in diameter may be worn during school hours. No bandages or Band-Aids or other "disguises" may be worn to hide piercings or jewelry that is not authorized. An official or authorized OMI class ring may be worn by juniors or seniors.

Hair and fingernail standards and grooming policies

Hair
1. **General.** The requirement for hair grooming standards is necessary to maintain uniformity within an OMI cadet population. Many hairstyles are acceptable, as long as they are neat and conservative. It is the responsibility of TAC NCOs and student leaders at all levels to exercise good judgment when enforcing the OMI policy. All Cadets will comply with hair, fingernail, and grooming policies while in any OMI uniform, or in civilian clothes on campus, or during school events.
   a. Leaders will judge the appropriateness of a particular hairstyle by the guidance in this chapter and by the ability to wear all types of headgear (such as beret, baseball cap, or garrison hat). Hairstyles (including bulk and length of hair) that do not allow Cadets to wear any headgear properly mentioned above, are prohibited. Headgear will fit snugly and comfortably, without bulging or distortion from the intended shape of the headgear and without excessive gaps between the headgear and the head.
   b. Extreme, eccentric, or faddish haircuts or hairstyles are not authorized. If Cadets use dyes, tints, or bleaches, they must choose a natural hair color. Colors that detract from a professional OMI Cadet appearance are prohibited. Therefore, Cadets must avoid using colors that result in an extreme appearance. Applied hair colors that are prohibited include, but are not limited to, purple, blue, pink, green, orange, bright (fire-engine) red, and fluorescent or neon colors. It is the responsibility of leaders to use good judgment in determining if applied colors are acceptable, based upon the overall effect on a Cadet's appearance.
   c. Cadets who have a texture of hair that does not part naturally may cut a part into the hair or style the hair with one part. The part will be one straight line, not slanted or curved, and will fall in the area where the Cadet would normally part the hair. Cadets will not shape or cut designs into their hair or scalp.

2. **Male haircuts**. The hair on top of the head must be neatly groomed. The length and bulk of the hair may not be excessive and must present a neat and conservative appearance. The hair must present a tapered appearance. A tapered appearance is one where the outline of the Cadet's hair conforms to the shape of the head, curving inward to the natural termination point at the base of the neck. When the hair is combed, it will not fall over the ears or eyebrows, or touch the collar, except for the closely cut hair at the back of the neck. The block cut fullness in the back is permitted to a moderate degree, as long as the tapered look is maintained. Males are not authorized to wear braids, cornrows, twists, dreadlocks, or locks while in uniform or in civilian clothes on campus, or during school events. Haircuts with a single, untapered patch of hair on the top of the head (not consistent with natural hair loss) are considered eccentric and are not authorized. Examples include, but are not limited to, when the head is shaved around a strip of hair down the center of the head (mohawk), around a u-shaped hair area (horseshoe), or around a patch of hair on the front top of the head (tear drop). Hair that is completely shaved or trimmed closely to the scalp is authorized.

   a. **Sideburns.** Sideburns are hair grown in front of the ear and below the point where the top portion of the ear attaches to the head. Sideburns will not extend below the bottom of the opening of the ear. Sideburns will not be styled to taper, flair, or come to a point. The length of the individual hairs of the sideburn will not exceed 1/8 inch when fully extended.

   b. **Facial hair.** Males will keep their face clean-shaven when in uniform, or in civilian clothes on campus, or during school events. Mustaches are permitted. If worn, males will keep mustaches neatly trimmed, tapered, and tidy. Mustaches will not present a chopped off or bushy appearance, and no portion of the mustache will cover the upper lip line, extend sideways beyond a vertical line drawn upward from the corners of the mouth, or extend above a parallel line at the lowest portion of the nose. Handlebar mustaches, goatees, and beards are not authorized. If appropriate medical authority allows beard growth, the maximum length authorized for medical treatment must be specific. For example, "The length of the beard cannot exceed 1/4 inch". Cadets will keep the growth trimmed to the level specified by the appropriate medical authority, but are not authorized to shape the hair growth (examples include, but are not limited to, goatees, "Fu Manchu," or handlebar mustaches).

c. **Wigs and hairpieces.** Males are prohibited from wearing wigs or hairpieces while in uniform, or in civilian clothes on campus, or during school events, except to cover natural baldness or physical disfigurement caused by accident or medical procedure. When worn, wigs or hairpieces will conform to the standard haircut criteria, as stated within this regulation.

3. **Haircuts and hairstyles.** The requirements for hair regulations are to maintain uniformity within a military population for female Cadets while in uniform, or in civilian clothes on campus, or during school events, unless otherwise specified. Hairstyles may not be eccentric or faddish and will present a conservative, professional appearance. For the purpose of these regulations, hairstyles are organized into three basic categories: short length, medium length, and long length hair.

   a. **Short Hair.** Short hair is defined as hair length that extends no more than I inch from the scalp (excluding bangs). Hair may be no shorter than 1/4 inch from the scalp (unless due to medical condition or injury), but may be evenly tapered to the scalp within 2 inches of the hairline edges. Bangs, if worn, may not fall below the eyebrows, may not interfere with the wear of all headgear, must lie neatly against the head, and not be visible underneath the front of the headgear. Ears must be exposed. The width of the bangs may extend to the hairline at the temple.
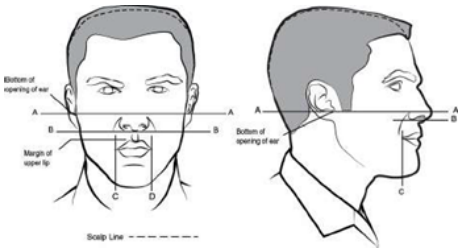
   b. **Medium length.** Medium hair is defined as hair length that does not extend beyond the lower edge of the collar (in all uniforms), and extends more than 1 inch from the scalp. Medium hair may fall naturally in uniform, and is not required to be secured, but ears must be exposed. When worn loose, graduated hairstyles are acceptable, but the length, as measured from the end of the total hair length to the base of the collar, may not exceed 1- inch difference in length, from the front to the layered hairstyles are also authorized, so long as each hair's length, as measured from the scalp to the hair's end, is generally the same length giving a tapered appearance. The regulations for the

wear of bangs detailed in paragraph 3-2a(3)(a), apply. The forehead may be partially covered but hair cannot go past the bottom of the eyebrow.

c. **Long length.** Long hair is defined as hair length that extends beyond the lower edge of the collar. Long hair will be neatly and inconspicuously fastened or pinned above the lower edge of the collar (except when worn in accordance with para 3-2a(j)), except that bangs may be worn. Ears must be exposed. The regulations for the wear of bangs detailed in paragraph 3-2a(3)(a) apply. No portion of the bulk of the hair, as measured from the scalp as styled, will exceed 2 inches (except a bun or ponytail, which is worn on the back of the head and may extend a maximum of 3 1/2 inches from the scalp and be no wider than the width of the head). When Cadets choose a double braid hairstyle the hair may extend to within two inches of the top of the hand while in the position of Parade Rest. This is to insure the hair does not interfere during drill and ceremony stationary positions including Attention, At Ease, and Rest. The hair braids must follow the center of the wearer's back and cannot cover any portion of the ear.
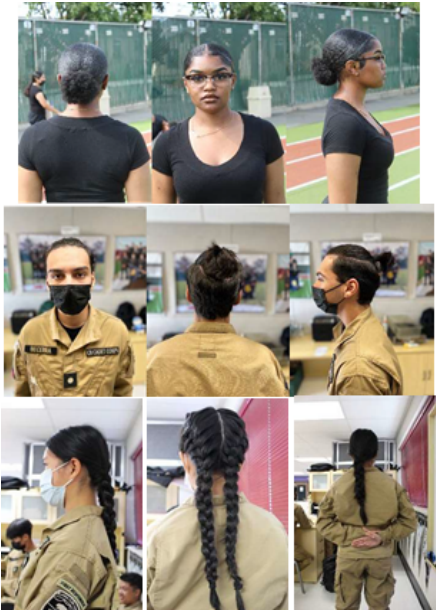
d. **Additional hairstyle guidelines.** Faddish and exaggerated styles, to include shaved portions of the scalp

other than the neckline, designs cut in the hair, and unbalanced or lopsided hairstyles are prohibited. Hair will be styled so as not to interfere with the proper wear of all uniform headgear. Ears must be exposed. All headgear will fit snugly and comfortably around the largest part of the head without bulging or distortion from the intended shape of the headgear and without excessive gaps. When headgear is worn, hair should not protrude at distinct angles from under the edges. Hairstyles that do not allow the headgear to be worn in this manner are prohibited. Examples of OMI types of headgear (such as beret, baseball cap, or garrison hat) Short hair braids are authorized. Short hair braids must be in parallel lines going downwards on the top of the head. Hair design cannot be in zigzag lines or sharpen curved lines. Sides must be buzzed resembling undercut. Braids may not drape loose or hang down longer than the ears.

Authorized short hair Afrocentric braids should be worn against the scalp and should have a consistent spacing between them. The ends of braids should also be secured inconspicuously, avoiding the use of any braid end clips. Braids must not pass the top of the Cadet's ears or eyes.

e. **Hair extensions.** Hair extensions are authorized. Extensions must have the same general appearance as the individual's natural hair and otherwise conform to this regulation.

f. **Wigs.** Wigs, if worn in uniform or in civilian clothes on campus, or during school events, must look natural and conform to this regulation. Wigs are not authorized to cover up unauthorized hairstyles.
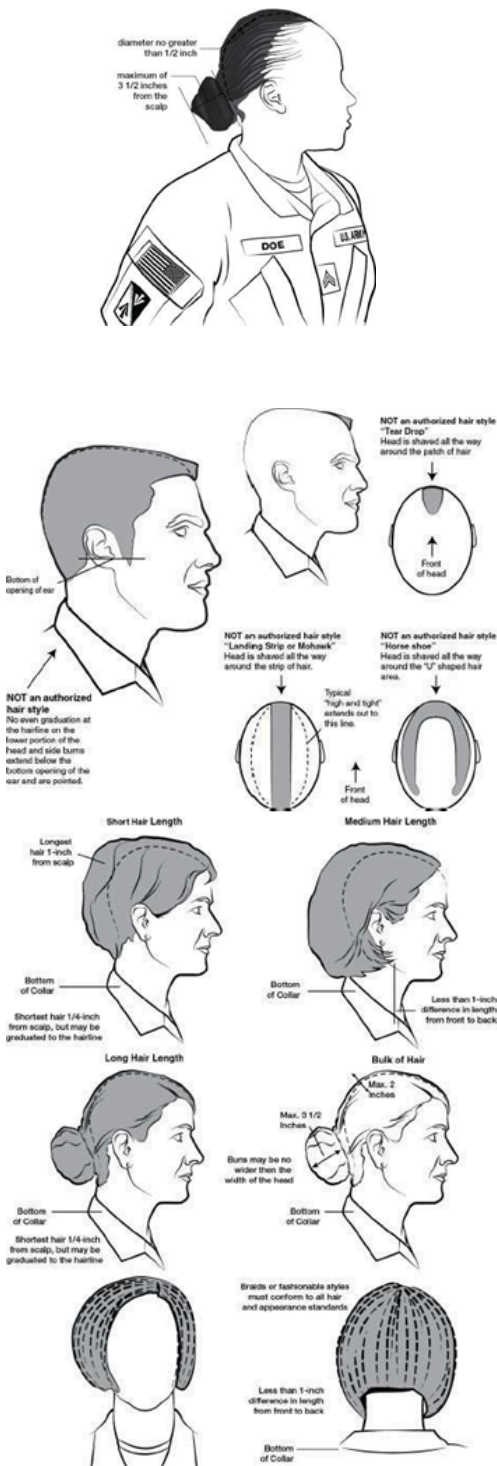
Cosmetics.

1. Standards regarding cosmetics are necessary to maintain uniformity and to avoid an extreme or unprofessional appearance. Males are prohibited from wearing cosmetics, except when medically prescribed. Females are authorized to wear cosmetics with all uniforms, provided they are applied modestly and conservatively, and that they complement both the Cadet's complexion and the uniform. Leaders at all levels must exercise good judgment when interpreting and enforcing this policy.
2. Eccentric, exaggerated, or faddish cosmetic styles and colors, to include makeup designed to cover

tattoos, are inappropriate with the uniform and are prohibited. Permanent makeup, such as eyebrow or eyeliner, is authorized as long as the makeup conforms to the standards outlined above. EYELASH EXTENSIONS are NOT authorized unless medically prescribed.

3. Female cadets are authorized to wear solid color shades of lipstick that are not extreme. Extreme colors include but are not limited to; purple, bright pink, bright red, gold, blue, black, hot pink, green, yellow, ombre, and fluorescent/neon colors. Natural colors to include tinted glosses are authorized. The optional wear of lip liner colors must match the shade of lipstick being worn.

4. Females will comply with the cosmetics policy while in any OMI uniform or while in civilian clothes on campus, or during school events.

Fingernails.

All cadets will keep fingernails clean and neatly trimmed. Males will keep nails trimmed so as not to extend beyond the fingertip unless medically required and are not authorized to wear nail polish. Females will not exceed a nail length of 1/4 inch as measured from the tip of the finger.

Females will trim nails shorter if the Commandant determines that the longer length detracts from a professional appearance, presents a safety concern, or interferes with the performance of duties.

Female cadets are authorized to wear solid colors and shades of nail polish that are not extreme. Extreme colors include, but not limited to, purple, bright pink, red, gold, blue, black, hot pink, green, yellow, white, grey, ombre, and fluorescent/neon colors, to include French manicure. Colors that are authorized to wear include but are not limited to nude/natural shades, American manicure and light pink. Nail shapes that are extreme and not authorized are ballerina, stiletto, arrow, and coffin. Square and rounded nails are authorized. Female cadets are to conform to the OMI standard when in uniform or while in civilian attire on campus, or during school events.

Cadets will maintain good personal hygiene and grooming on a daily basis and wear the uniform so as not to detract from their overall OMI Cadet military appearance. Cadets will wear appropriate undergarments with all uniforms.

Religious Head Coverings:

1. An accommodated Cadet may wear a hijab (head scarf) made of a subdued material in a color that closely resembles the assigned uniform (generally black, brown, green, tan, or navy blue as appropriate). The material will be free of designs or markings, except that a Cadet wearing the Class C may wear a hijab in a camouflage pattern matching the uniform.
2. The hijab will be worn in a neat and conservative manner that presents a professional and well-groomed appearance. The hijab must be closely fitted to the contours of the head and neck and may not cover the eyebrows, eyes, cheeks, nose, mouth, or chin. The bottom edges of the hijab will be tucked

under the Cadet's uniform top and all required headgear will still be worn.

3. Hair underneath the hijab must be worn in a hairstyle authorized for the Cadet in paragraph 3 - 2. The bulk of the Cadet's hair and hijab may not impair the ability to wear required OMI headgear, or impede the ability to perform the Cadet's military duties.

Tattoos/Writing on Body Parts: Cadets may not have permanent tattoos or writing in marker/ink on any visible body parts when in any OMI uniform.

Pockets: Articles carried in pockets will not protrude from the pocket or present a bulky appearance. Keys or key chains will not be attached to the uniform, belt, belt loops, or waistband. Cadets will also not generally keep their hands in their pants pockets except as needed to retrieve an item.

Electronic Devices and Items on the Belt: Cadets may not wear electronics or other items clipped to their belts, nor may they have a chain with a wallet attached to the uniform, belt, belt loops, or waistband. Cell phone "earbuds" or headphones (to include bluetooth devices) are not authorized in uniform.

Lanyards: Cadets may not wear lanyards with any uniform.

Vulgar Language: At all times, cadets are expected to comport themselves in a professional and appropriate manner. Use of vulgar language is prohibited at all times.

Gang Attire: All clothing that constitutes gang-related apparel is prohibited. Such apparel may include, but is not limited to the following:
- Hats or headgear during the academy day other than the issued military headgear (cadets participating in sports requiring a hat may wear the school's athletic hat as part of their sport activity).
- Chains
- Monikers or other gang markings.
- Clothing or jewelry w/ gang or drug symbols.
- Any combination of clothing law enforcement agencies currently considers gang related.

Backpacks: Parents will provide a black single color backpack (hand carried or rolling and without design or logo) for school textbooks and supplies. Writing,

drawing, and marking on backpacks, other than a simple, plain notation of the cadet's name, is not allowed.

Umbrellas and Ponchos: Cadets may use umbrellas or clear ponchos on campus. Instead,. If cadets bring an umbrella on campus, it must be able to be stored in their backpack.

Prohibited Items

This list is designed to identify items that are not permitted on campus for safety reasons.
- All hoodies; all sweaters and/or jackets included, regardless if it has an OMI logo or not. The CACC issued hoodie is only authorized for CACC functions outside of the OMI Campus
- No visible piercings except for the ears; this includes facial piercings (tongue, lip, cheek, nose, and eyebrows) - this policy is gender neutral
- There is no outside food or drinks to be delivered. If a cadet is to bring fast food, it needs to be in a lunch bag or their backpack and not consumed during academic instruction
- All food deliveries made to campus will be held until school is released
- No blankets/bedding allowed on campus
- No aerosol sprays, colognes or perfumes to be sprayed while on campus
- No flat irons/curling irons
- No weapons, replicas or items that will cause harm to anyone else, all items in your possession should have an academic purpose
- No duffel bags, large purses or any bag not deemed necessary for a student to succeed in the classroom
- Ski masks or full face coverings
- Hair accessories (wave caps/durag, bonnets, colored bows, scrunchies, beads, hair nets etc.)

Technology

Privacy and Safety
- Do not go into chat rooms or send chain letters.
- Do not open, use, or change computer files that do not belong to you.
- Do not reveal your full name, phone number, home address, social security number, credit card numbers, passwords, or other personal identifying information of other people.
- Remember that data storage and transmission are not guaranteed to be private or confidential.
- If you inadvertently access a website that contains obscene or otherwise offensive material, notify a teacher or the administration immediately so that such sites can be blocked from further access. This is not merely a request; it is a responsibility.

Legal Propriety
- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or guardian.
- Plagiarism is a violation of the Student Misconduct and Progressive Discipline Policies.

Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.

- Use of AI generative technologies (ChatGPT, Midjourney, etc.) for student work/homework is strictly prohibited.
- Use or possession of hacking software is strictly prohibited, and violators will be subject to disciplinary action.
- By signing the Acceptable Use Policy (AUP), you allow your student to access the following additional Google services that require parental consent: YouTube, Google Bookmarks, and Google Translate.

E-Mail

- Always use appropriate language.
- Do not transmit language/material that is profane, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam.
- Students should maintain high integrity with regard to email content.
- No private chatting during class without permission.
- OMI email is subject to inspection by the school.
- Only OMI email accounts may be accessed on these devices, whether at home or at school. (No personal Gmail, Hotmail, etc.)
- No use of social media (TikTok, Instagram, SnapChat, etc) or personal email and chat accounts or any other similar program during the school day.

The student in whose name a system account and/or computer hardware is issued will be responsible at all times for its appropriate use. Non-compliance with the policies of the Chromebook Handbook or Use of Technology Resources Policy will result in disciplinary action.

Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use. OMI cooperates fully with local, state, or federal officials in any investigation concerning or relating to violations of computer crime laws.

Chromebook Policies and Procedures

The individual use of Chromebooks is a way to empower students to learn to their full potential and to prepare them for the world of college and the workplace. Learning results from the interaction among students, educators, parents and guardians, and the extended community. Technology at OMI does not diminish the vital role of the teacher. Our Chromebook initiative integrates technology into the curriculum anytime, anyplace.

The policies, procedures, and information within this document apply to all computers used at OMI, including any other device considered by the administration to come under this policy.

Teachers may set additional requirements for technology use in their classrooms.

Receiving Your Chromebook

Chromebooks will be distributed within the first few weeks of school as we get devices and student accounts set up, as well as the signing and return of Acceptable Use Policy (AUP) documents from parents/guardians. At the moment of device distribution (Chromebook, Charger, and Sleeve), students will sign the Chromebook Distribution Agreement.

Upon signing, students have 1 month to report any damages, malfunctions, or other issues in regard to the equipment they have received. After one month, student equipment will be assumed to be in good working condition- any other damages to be repaired will need to be paid out of pocket or otherwise be covered by insurance if a policy has been purchased for the device.

Student Chromebooks will be collected at the end of the school year for maintenance and cleaning.

Taking Care of Your Chromebook

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be taken to the Technology Help Desk immediately.

General Precautions

- No food or drink is allowed next to the Chromebook while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Students should never carry their Chromebooks while the screen is open.
- Chromebooks must remain free of any writing, engraving, drawing, stickers, or labels that are not the property of the OMI School.
- Chromebooks must never be left in a car, public place, or any unsupervised area.
- Students are responsible for keeping their Chromebook's battery charged (at home) for school each day.

Carrying Chromebooks

The protective sleeves provided with Chromebooks have sufficient padding to protect the Chromebook from normal treatment and provide a suitable means for carrying the computer within the school. The guidelines below should be followed:

- Chromebooks should always be within the protective sleeve when carried.
- Do not carry other objects in the Chromebook sleeve
- Do not put the Chromebook at the bottom of your backpack.

Screen Care

The Chromebook screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the Chromebook when it is closed.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover, including heavy textbooks, or other school equipment and supplies.
- Do not poke the screen.

- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Clean the screen with a soft, dry cloth or an anti-static cloth.

Chromebook Identification
Student Chromebooks will be labeled in the manner specified by the school. Chromebooks can be identified in the following ways:
- Record of serial number and computer naming schema.
- Individual User account name and password

Storing Your Chromebook
When students are not monitoring Chromebooks, they should be stored in their backpacks. Nothing should be placed on top of the Chromebook. Students are encouraged to take their Chromebooks home to charge every day after school, regardless of whether or not they are needed for homework. Chromebooks should not be stored in a student's/family's vehicle at school or at home.

Chromebooks Left in Unsupervised Areas
Under no circumstances should Chromebooks be left in unsupervised areas. Unsupervised areas include the school grounds and campus, the Brigade Hall, lobby, library, unlocked classrooms, cafeteria, dressing rooms, gym stage, the field, and hallways. Unsupervised Chromebooks will be confiscated by staff and taken to the Office. Disciplinary action may be taken for leaving your Chromebook in an unsupervised location.

Using Your Chromebook at School
Chromebooks are intended for use at school each day. In addition to teacher expectations for Chromebook use, school messages, announcements, calendars and schedules will be accessed using the Chromebook computer. Students must be responsible to bring their Chromebook to all classes, unless specifically advised not to do so by their teacher.

NOTE: *Chromebooks must be brought to school each day fully charged.*

Chromebooks Left at Home
If students leave their Chromebook at home, it is their responsibility to check out a Chromebook loaner when the Technology Help Desk is open (8 AM - 4 PM) and during breaks or passing periods. Leaving class to check out loaners will not be permitted. Repeat violations of this policy will result in disciplinary action.

Chromebook Undergoing Repair
Loaner Chromebooks may be issued to students when they leave their Chromebooks for repair at the Technology Help Desk located in room 9A.

Chromebook Loaners
In order to receive a Chromebook loaner, the student must drop off something of equal value at the Technology Help Desk located in room 9A.

Charging Your Chromebook
Chromebooks must be brought to school each day in a fully charged condition. Students need to charge their Chromebooks each evening. Repeat violations of this policy will result in disciplinary action.

NOTE: *Chromebooks must be brought to school each day fully charged.*

Sound
Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes. Students may purchase their own headphones/earbuds; they are only to be used when given permission by a teacher.

Chromebook FAQs
Q: What is Chromebook insurance?
A: *For the 2025-2026 school year, OMI is giving families the option of purchasing Chromebook insurance. Flyers will be provided during registration, and OMI strongly recommends families purchase this insurance to protect themselves from getting charged for damage or loss. Additional details will be provided during registration when insurance flyers are distributed.*
Due to the high cost of replacements, families are strongly encouraged to purchase Chromebook insurance at the beginning of the year.

Q: My family has purchased one insurance policy. Does that mean all students in my household are covered?
A: *No, an insurance policy only covers one specific device. If multiple students are in one household, a policy will need to be purchased per device.*

Q: My student is in 6th grade. Do we need an insurance policy? A: *No. Students in 6th grade will not be bringing any devices home, therefore, a policy is not needed. Only families with students in 7th to 12th grade are eligible for insurance.*

Q: What if I already have another model or brand of computer? A: *Personal laptops will not be allowed on campus. OMI staff will not provide maintenance service or assistance for devices not owned by the school.*

Q: Can I have my Chromebook computer over the summer?
A: *No. All Chromebooks will be collected at the end of the school year for general maintenance, cleaning, and software installation purposes.*

Q: Can I let my friend/ sister/ cousin/ neighbor borrow my Chromebook? A: *No. Each Chromebook is assigned only to one student. Any damages caused by lending your Chromebook will be placed solely on you.*

Q: What if my Chromebook is stolen?
A: *If your Chromebook is stolen, please file and provide a police report to the Technology Help Desk located in room 9A and notify the appropriate OMI personnel. Depending on the severity of the situation, we will assess our options and follow through as necessary.*

Q: What will I do without a computer in my classes if my Chromebook unit is being repaired or while I am replacing it if it is lost or stolen?
A: *OMI stocks a limited number of Chromebook computers that can be loaned out on a first come, first-served basis. If you are in possession of a loaner, treat it as if it were your own computer. You will be responsible for any damage to the loaner unit or for its loss.*

Q: Do I need a printer?

A: *You do not need to own one since most of the work done on the Chromebooks will be submitted electronically.*

Q: If the accessories to my Chromebook are lost or stolen, how much will it cost to replace them?

A: *In the event that Chromebook accessories are lost or stolen, you should report the lost or stolen items to the Technology Help Desk. The cost to replace specific accessories is listed below:*

   A. AC Adapter & Power Cord: $50
   B. Chromebook Foam Sleeve: $12
   C. Total Cost of Chromebook Without Sleeve: $300
   D. Chromebook Repair: $100

CHAPTER 4: CADET SERVICES

Wellness Center

The Wellness Center at Oakland Military Institute College Prep provides a comprehensive, multi-tiered system of support designed to meet the diverse academic, social-emotional, and college/career needs of all students. Aligned with the ASCA National Model and the Mindsets & Behaviors for Student Success, the center offers universal tiered supports as follows:

A. Tier 1 interventions include classroom presentations, academic support, and mental health curriculum to promote a safe and inclusive learning environment for every student.

B. Tier 2 interventions serve students requiring targeted assistance through progress monitoring, small group counseling, and college and career consultations that foster goal-setting and postsecondary readiness.

C. Tier 3 services are individualized and intensive, including IEP support, risk assessments, and referrals to community resources, ensuring that the most vulnerable students receive the advocacy and care they need.

Together, these supports empower students to develop resilience, achieve academic success, and build lifelong skills in alignment with ASCA's emphasis on equity, access, and student achievement.

College & Career Counseling

It is our mission that ALL cadets graduate from OMI ready for college, careers, and life, prepared to pursue the future of their choosing.

Special Education

Oakland Military Institute College Preparatory Academy (OMI) is dedicated to the belief that all cadets can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The OMI provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the El Dorado County Charter SELPA. These services are available for special education cadets enrolled at OMI. We offer high quality educational programs and services for all our cadets in accordance with the assessed needs of each cadet. OMI collaborates with parents, the cadet, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each cadet.

Pursuant to the IDEA and relevant state law, OMI is responsible for identifying, locating, and evaluating children enrolled at OMI with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. OMI shall not deny nor discourage any cadet from enrollment solely due to a disability. If you believe your child may be eligible for special education services,

please contact the Director of Student Services directly, at: 510-594-3968.

Special Education Services

The Oakland Military Institute (OMI) provides special education services to cadets who have qualified for services and have Individualized Education Programs (IEP). OMI utilizes an inclusive model where specialized academic instruction occurs in the general education classroom to the greatest extent appropriate. Cadets may also receive instruction in a special education Study Skills class. Services are determined based on individual cadet need and may include, but are not limited to:

- Specialized Academic Instruction
- Speech & Language Therapy
- Individual or Group Counseling
- College & Career Transition Services

Cadets with IEPs undergo reevaluations as required in the IEP. Students who are referred for special education consideration receive initial evaluations.

English Learner Services

Oakland Military Institute (OMI) will assure equity in access to rigorous standards-based, college preparatory, curricula for English Learners. OMI defines an equitable educational system as the following:

- Cadets have the opportunity to receive instruction that will produce high academic achievement
- Commitment to cadet achievement through allocating sufficient resources
- Participation, representation and advancement of diverse student groups
- Teaching and learning will be implemented in a culturally relevant manner

OMI will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, cadet identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. OMI will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of cadets and parents.

Unhoused and Foster Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; or are living in emergency or transitional shelters; are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."
5. Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

School Liaison: The Superintendent or designee designates the following staff person as the School Liaison for homeless Cadets ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Director of Student Services and Special Programs
Oakland Military Institute
3877 Lusk St, Emeryville, CA 94608
(510) 594-3968

The School Liaison shall ensure that (42 U.S.C. 11432(g)):
1. Homeless Cadets are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless Cadets enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless Cadets and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by OMI, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy.
7. Parents/guardians are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school;

have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent Cadets under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.
11. For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually

Progressive Discipline

Purpose and Scope

This Standard Operating Procedure (SOP) establishes the processes, procedures, and requirements for convening and conducting Cadet Honor Boards (CHB) at the Oakland Military Institute. This SOP applies to all cadets, staff, and administrators involved in the disciplinary tier system and honor board process. (See Appendix C)

Objective

The objective of this SOP is to ensure consistent, fair, and effective implementation of the disciplinary tier system and Cadet Honor Board process. This procedure aims to maintain the structure and discipline that parents and cadets expect at OMI while providing progressive intervention opportunities that support cadet improvement and success within the institution's core principles.

References
- Education Code 47605
- OMI Charter Agreement
- Oakland Unified School District (OUSD) Policies
- OMI Cadet Handbook

Definitions
- **Cadet Honor Board (CHB):** A formal disciplinary hearing conducted to address serious or repeated violations of OMI standards
- **Aeries:** Student information system used for tracking disciplinary infractions
- **TAC:** Tactical Officer or supervising adult
- **Guardian:** Parent, legal guardian, or authorized representative of the cadet

Tier System Overview

The OMI disciplinary system operates on a four-tier escalation model designed to provide progressive intervention and corrective action.

Level 1: Classroom Management

Infractions Include:

- Calling out, off-task behavior, unauthorized movement
- Restroom problems, throwing objects, eye rolling
- Teasing, cursing, cheating
- General disrespect or defiance

Actions:
- Direct intervention/redirection
- If behavior continues: parent contact, Aeries entry, teacher internal discipline

Level 2: Lunch Detention

Criteria:
- Multiple Level 1 infractions
- Outbursts, excessive teasing, vulgar language
- Extremely defiant behavior

Actions:
- Parent contact and Aeries entry
- Lunch detention assignment
- If missed: reassignment to next detention
- If missed twice: automatic Friday after-school detention

Level 3: After-School Detention

Criteria:
- Repeated Level 2 detentions
- Same-day lunch detention from two different staff members

Actions:
- Parent contact and Aeries entry
- Friday after-school detention assignment
- If missed: reassignment to following Friday
- Repeated violations: referral to Level 4

Level 4: Cadet Honor Board

Criteria:
- Repeated Level 3 detentions
- Violation of existing contracts
- Numerous suspensions
- Serious violations including but not limited to:
    - Substance abuse
    - Safety code violations
    - Threats to others
    - Possession of weapons or explosives

Cadet Honor Board Process

The CHB process consists of three distinct steps that must be completed in sequence.

STEP 1: CHB NOTIFICATION

A. Initiation Criteria

A CHB shall be convened when a cadet meets Level 4 criteria as outlined above.

B. Notification Requirements

Timeline: Notification must be sent within 5 business days of determining CHB is warranted.

Notification Contents:
- Date, time, and location of CHB hearing
- Summary of infractions leading to CHB
- Uniform requirements (Class A uniform)
- Hearing agenda overview
- Contact information for questions

Recipients:
- Cadet and primary guardian(s) of the cadet
- Copy to cadet's academic file
- Copy to Commandant and Superintendent

C. Uniform Requirements

Cadet must appear in complete Class A uniform:
- Class A jacket and pants
- White or Khaki shirt
- Necktie
- Low quarter shoes
- Hat

D. Failure to Appear

If the cadet fails to appear, OMI will interpret this as lack of acknowledgment and may proceed with disciplinary action up to and including dismissal.

STEP 2: CHB HEARING CONDUCT

A. Board Composition

The CHB shall consist of:
- Cadre Supervisor or designated representative (President of CHB)
- Dean of Cadet Services/ Dean's assistant
- Additional military staff as appointed
- Academic representative (when applicable)

B. Hearing Agenda

i. **Cadet Reports to Board**
- Formal reporting in Class A uniform
- Verification of identity and attendance

ii. **Presentation of Evidence**
- Review of disciplinary history
- Documentation of infractions
- Previous interventions attempted

iii. **Cadet Response Opportunity**
- Cadet may acknowledge behavior and explain conduct
- Guardian(s) may speak on cadet's behalf
- Questions from board members

iv. **Board Deliberation**
- Private discussion of case merits
- Determination of appropriate action

v. Decision Announcement
- Board announces decision
- Contract presentation (if applicable)
- Dismissal of cadet and guardian(s)

C. Documentation Requirements

All proceedings must be documented including:
- Attendance record
- Summary of evidence presented
- Teacher documentation
- Cadet and guardian statements
- Board decision and rationale

STEP 3: CHB RECOMMENDATION AND CONTRACT

A. Decision Categories

The CHB may render the following decisions:

Retention with Contract:
- Specific disciplinary and/or restorative actions
- Probationary period with defined expectations
- Regular monitoring and check-ins

1. **Category B Referral:**
- Immediate referral to Superintendent for further action
- Used for cases requiring administrative intervention

2. **Category C Referral:**
- Immediate referral to Commandant for dismissal
- Invocation of Education Code 47605
- Used for cases warranting separation from OMI

B. Contract Elements (When Applicable)

Contracts may include but are not limited to:
- Specific service requirements
- Academic performance standards
- Behavioral expectations
- Rank/privilege restrictions
- Written assignments or apologies
- Mentorship responsibilities

C. Contract Execution

All contracts must be signed by:
- Cadet
- Guardian(s)
- Dean
- Commandant of Cadets/Cadre Supervisor

D. Contract Monitoring
- Regular progress reviews
- Documentation of compliance/non-compliance
- Escalation procedures for contract violations

Administrative Requirements

A. Aeries Documentation

All disciplinary actions require Aeries entries:
- Must be completed within 24 hours of incident
- Entries must be detailed and factual
- No outside names should be included (parent visibility)
- Proper infraction categories must be selected

B. Parent Communication
- Levels 2-4 require parent contact
- Contacts must be logged in Aeries
- Follow-up communication as needed

C. Record Keeping
- All CHB documentation retained in cadet file
- Copies provided to appropriate administrators
- Confidentiality maintained per FERPA requirements

Roles and Responsibilities

A. Teaching Staff/TACs
- Implement Levels 1-2 interventions
- Maintain accurate Aeries documentation
- Communicate with parents as required
- Refer to higher levels when appropriate

B. Dean of Student Services
- Oversee Level 3 detentions
- Coordinate CHB proceedings
- Maintain disciplinary records
- Monitor contract compliance

C. Commandant
- Final authority on CHB decisions
- Approve dismissal recommendations
- Ensure policy compliance
- Sign contracts and official documents

D. Superintendent
- Review Category B referrals
- Approve significant disciplinary actions
- Ensure compliance with OUSD policies
- Sign contracts and official documents

Appeals Process

Cadets and guardians may appeal CHB decisions through established OUSD procedures. Appeals must be submitted in writing within 10 business days of the CHB decision.

Review and Updates

This SOP shall be reviewed annually and updated as necessary to reflect changes in policy, procedure, or regulatory requirements.

Discipline Matrix (Appendix C)

Discipline Matrix (Appendix C)

CHAPTER 5: OPERATIONS

Overview

Yearly Training Calendar (YTC)

The Yearly Training Calendar (YTC) is a resource for Cadets, staff and families to view what activities are scheduled for the school year. As this is a living document and is updated frequently. We encourage everyone to check this calendar often. For each major change, the title of the YTC will indicate a newer version. Here is the latest version.

Bell Schedule

The bell schedule for OMI School Year (SY) 2025-2026 can be found accessing this document. OMI remains in compliance with required academic minutes as indicated on our SY 2025-2026 bell schedule.

Middle school requirement: 54,000 minutes
High school requirement: 64,800

Campus Hours of Operation

OMI Campus is a closed campus once cadets arrive at school. Cadets are expected to remain on campus until the end of the school day unless otherwise released by their parent or guardian.

Middle school cadets enter through the gate on Apgar Street. Whereas high school cadets enter through the gate on 39th Street.

Campus is open for cadets at 7:15 am. For any cadet that is truant to school (late greater than 30 minutes), must proceed through the front office to receive a truancy notice, and a call home before entering class for the day.

School dismissal is based on the daily bell schedule, but all cadets not in sports, utilizing teacher office hours, or are assigned to the After School Program, are asked to depart campus promptly after the final bell rings and the flag is lowered. Note: Cadets will not be released within the last 20 minutes of the school day due to classroom disruption.

Events

OMI prides itself on offering unique experiences to our Cadets and families that no other school can offer. Please refer to the YTC for more information regarding events. We encourage you to get involved in your school and get the most out of your experience.

Field Trips

A field trip or excursion is defined as an authorized event in which cadets belonging to a specific grade, cadet staff team, club, or team leave the OMI Campus. Extending participation to other cadets not affiliated by grade or activity is not authorized. Field trips supplement classroom learning and encourage new interests among cadets, making them more aware of community resources and helping cadets relate their educational experience to the outside world. Moreover, field trips are a privilege to leave campus and require cadets to be in good standing in regards to citizenship and academics.

CHAPTER 6: CADET EXTRACURRICULAR ACTIVITIES

After School Program (ASP)

The Oakland Military Institute (OMI) After School Education & Safety (ASES) Program offers a free, structured after-school experience for middle school students, funded by California's Proposition 49. The program is designed to support academic achievement, social-emotional development, and physical well-being through a combination of homework assistance, enrichment activities, recreation, and nutritious snacks. It operates Monday through Friday from school dismissal until 6:00 p.m. on all school days.
Attendance and Participation

Regular attendance is a key requirement of the ASES Program due to state funding guidelines. Students must attend at least five days and/or 15 hours per week. Excessive unexcused absences or frequent early releases may result in removal from the program. Parents must notify the program coordinator in advance for excused absences or early pickups, and all early dismissals require proper documentation. Late pickups after 6:00 p.m. are subject to a strike system, which may lead to suspension or dismissal from the program.

Program Activities and Expectations
Students in the ASES Program participate in a variety of activities including intramural sports, arts and crafts, board games, and monthly enrichment sessions that may include guest instructors. Homework support is provided, though parents are encouraged to review their child's work at home. The program emphasizes positive behavior, and students are expected to follow a clear code of conduct. A three-strike behavior policy is in place, with escalating consequences for repeated infractions.

Registration, Health, and Safety
Enrollment in the ASES Program is required annually and is based on a first-come, first-served basis, with priority given to returning students and siblings. A waitlist is maintained for additional applicants. Health and safety are top priorities—students who are ill or have contagious conditions must stay home, and any injuries or illnesses during the program will be reported to parents immediately. Parents must also sign a waiver acknowledging program risks and granting permission for emergency medical treatment and media use.
Family Engagement and Communication

The ASES Program values strong partnerships with families. Parents are encouraged to communicate respectfully with staff, support behavior expectations, and participate in resolving any issues that arise. Field trips and special events may require additional permissions, and families are kept informed through regular communication from the program coordinator. By working together, the ASES Program and families help ensure a safe, enriching, and supportive environment for all students.

Cadet Clubs and Organizations

At OMI, student clubs play a vital role in enriching the educational experience and fostering a sense of community. These extracurricular groups provide cadets with opportunities to explore their interests, develop leadership skills, and build lasting friendships.

Participation in clubs encourages cadets to engage with peers outside of the classroom, promoting teamwork, communication, and time management. Clubs also offer opportunities for community service, competitions, and field trips, which can enhance college applications and resumes. We strongly encourage cadets to get involved early and explore different clubs to find what excites them most.
Clubs are typically cadet-led with OMI staff/cadre advisors who provide guidance and support. Meetings are held before or after school, or during lunch, depending on the club's schedule.

Parents are welcome to support student clubs by volunteering, attending events, or helping with fundraising efforts. Your involvement can make a meaningful difference and show students that their interests are valued both at school and at home.

Athletics

Athletic Activities Eligibility
The purpose of this policy is to establish clear standards for athletic participation at OMI, to ensure that cadet-athletes uphold the highest levels of academic performance, behavior, and attendance. OMI athletics follow the guidelines set forth by the North Coast Section (NCS) and the California Interscholastic Federation (CIF), while ensuring compliance with Title IX regulations to provide equal opportunities for all cadet-athletes. Athletics are a privilege, not a right, and all participants are expected to represent the values of discipline, integrity, and excellence.

1. In keeping with the athletic oversight of the NCS, and CIF Philosophies on Student Eligibility for Interscholastic Athletic Competition (CIF Bylaw 200) the following principles are adopted:
   a. 1.1. OMI affirms that participation in athletics and other extracurricular activities are an important part of the high school experience and that participation in extracurricular activities is a privilege. The privilege of participation is available to Cadets who meet the democratically established standards of qualification as set forth by the governing Board of OMI and in keeping with the principles of the CIF Council
   b. 1.2. CIF Bylaws governing student eligibility are a necessary prerequisite to participation in interscholastic athletics because they:
      i. Keep the focus on athletic participation as a privilege, not a right.
      ii. Reinforce the principle that Cadets attend school to receive an education first; athletic participation is secondary.
      iii. Provide opportunities to participate for Cadets who meet the established

standards.

iv. Provide a fundamentally a fair and equitable framework in which interscholastic athletic competition can take place.

v. Provide uniform standards for all schools to follow in maintaining athletic competition.

vi. Serve as a deterrent to Cadets who transfer schools for athletic reasons and to individuals who recruit student athletes.

vii. Maintain an ethical relationship between high school athletic programs and others who demonstrate an interest in school athletics.

viii. Support the principles of "Pursuing Victory with Honor"

c. OMI Standards Of Eligibility (CIF Bylaw 201) OMI adopts all NCS and CIF standards, including the following for eligibility to participate in interscholastic athletics and extracurricular activities. These policies apply to extra-curricular activities that require a cadet to be absent from any portion of the school day (0745-1630 Monday through Friday and Saturdays of Saturday School) and/or represent OMI in any public forum of competition/contest, meeting, or demonstration.

d. Full Eligibility: To be eligible to fully participate in OMI interscholastic athletics or extracurricular activities, **OMI Cadets must be enrolled full-time at OMI (minimum of 20 units) and a official members of their assigned company and:**

　i. 2.1.1. Maintain a cumulative unweighted 2.0 grade point average on a 4.0 scale, and have received no "F" grades at the conclusion of the previous grading period:
　　1. Quarter 1 Eligibility is determined by the 2nd semester grades of the previous school year
　　2. Quarter 2 Eligibility is determined by the 1st quarter grades
　　3. Quarter 3 Eligibility is determined by the 1st semester grades
　　4. Quarter 4 Eligibility is determined by the 3rd quarter grades

　ii. 2.1.2. OMI student-athletes are expected to uphold exemplary behavior on and off the field. Cadet-athletes serve as ambassadors for OMI and are expected to model leadership, respect, and sportsmanship at all times. OMI Cadets must demonstrate acceptable citizenship as follows**:** To be eligible for participation, cadets must be in good citizenship standing. The Administration or Dean may elect to place a cadet-athlete who fails to meet these standards on a temporary probation. Disrespectful, unsportsmanlike, or disruptive behavior toward teammates, coaches, officials, opponents, or school staff will not be tolerated. Any cadet-athlete

receiving a suspension (in-school or out-of-school) will be ineligible for athletic participation during the suspension period.

iii. 2.1.3. Middle School Cadets must be achieving minimum progress toward meeting OMI's prescribed middle school promotion requirements. Minimum progress is defined as having completed 30 credits as a second semester sixth grader, 60 credits as a first semester seventh grader, 90 credits as a second semester seventh grader, and 120 credits as a first semester eighth grader

iv. 2.1.4. In the case of High School Cadets, achieving minimum progress toward meeting OMI's prescribed high school graduation requirements. Minimum progress is defined as having completed 30 credits as a second semester freshman, 60 credits as a first semester sophomore, 90 credits as a second semester sophomore, 120 credits as a first semester junior, 150 credits as a second semester junior, 180 credits as a first semester senior and 220 as a second semester senior.

v. 2.15. Attendance Requirements. Consistent attendance is critical for academic and athletic success
　1. Students must attend a minimum of **90%** of school days in a given quarter to be eligible for athletics
　2. Students must attend school on the day of a competition or practice to participate. No absences or tardies.
　3. Exceptions for excused absences (e.g., medical appointments, family emergencies) must be pre-approved by the administration.

e. **Limited Eligibility**: Limited participation in practices, can't play in interscholastic or extracurricular contests

i. 2.2.1. Cadets with less than a unweighted 2.0 total GPA on their most recent grade report as outlined in 2.1.2

ii. 2.2.2. Cadets with Limited Eligibility may practice and may be on Probationary Eligibility for no more than one semester in length per cadet's OMI Middle School three-year experience and for no more than one semester in length per cadet's H.S. four-year experience.

iii. 2.3.5. Cadets must submit OMI Weekly Progress reports to the OMI Athletic Director to maintain Probationary Participation eligibility. Based upon the nature of the cadet's OMI Weekly Progress report, the Cadet may be granted full Eligible Participation, remain on Probationary Eligibility, or be placed on Limited

Participation Eligibility by the Eligibility Board at any time.

   f. **Not Eligible**: Cadet may not participate in practices or interscholastic contests or team/extracurricular activities in any way

      i. 2.3.1. Cadets with one or more F grades or less than a 2.0 overall or cumulative GPA on their most recent grade report as outlined in 2.1.2, **OR** as determined by the OMI Athletic Eligibility Board may be ruled not eligible.

   g. **Probationary Eligibility**

      i. 2.3.1. The OMI governing board adopts, as part of its policy, the following provisions that allow a student who does not achieve the eligibility requirements to remain eligible to participate in OMI interscholastic athletics/extracurricular activities during a probationary period.

      ii. 2.3.2. A Cadet may request Probationary Eligibility by appealing to the OMI Athletic Eligibility Board. The OMI Athletic Eligibility Board is composed of OMI's Superintendent, Commandant, Principal, and Athletic Director

      iii. 2.3.3. A Cadet granted Probationary Eligibility by the OMI Eligibility Board may practice and play in interscholastic and/or extracurricular contests after fulfilling all Probationary Eligibility Contract requirements as determined by the Eligibility Board, which may include after school academic support class attendance and compliance with the provisions of disciplinary or strict disciplinary probation.

      iv. 2.3.4. The OMI Eligibility Board determines the beginning and end of a cadet's Probationary Eligibility

2. NCAA Eligibility Information: OMI encourages student-athletes to pursue higher education opportunities, including participation in collegiate athletics. Students interested in playing at the collegiate level must meet NCAA eligibility standards. The links below will provide core classes, core grades, and test scores eligibility information.

- **NCAA Division I Eligibility Requirements:** [NCAA Division I Eligibility](#)

- **NCAA Division II Eligibility Requirements:** [NCAA Division II Eligibility](#)

The Athletics Department and counseling department will provide resources, support, and guidance to help cadet-athletes understand NCAA requirements, including course selection, standardized testing, and GPA thresholds.

Coversheet

Approve 2025-2026 Board Meeting Dates

Section: IV. Action Items
Item: E. Approve 2025-2026 Board Meeting Dates
Purpose:
Submitted by: Mary Streshly
Related Material: Board Meeting Dates 2025-2026 V2 6-12-2025.pdf

BACKGROUND:

At the direction of the Board of Directors, OMI staff has reduced the number of scheduled board meetings from 10 to 7. Although the Board's request was for 5 meetings, due to state compliance reporting dates, our OUSD reporting dates, it being our charter renewal year and in consultation with our EdTech back office , staff recommends going next year no lower than 7. If we are successful at seven, then we can consider reducing again the following year.

RECOMMENDATION:

The OMI Staff recommends that the Board of Directors accept the board meeting dates schedule.

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 28, 2025 Regular Board Meeting
- **SACS Unaudited Actuals**

November 20, 2025 Regular Board Meeting
- **COLA, First Interim, ASES(ELOP) grant app**

December 11, 2025 Regular Board Meeting
- **Final Audit Report, Staff of the Year Recognition**

January 22, 2026 Regular Board Meeting
- **SARC, Declaration of Needs for Fully Qualified Educators**

February 26, 2026 Regular Board Meeting
- **Comprehensive Safety Plan, Second Interim, Course Catalog**

May 21, 2026 Regular Board Meeting
- **Form 990 + CA Tax Return, Public Hearings for LCAP and Budget, Academic Calendar, Board Meeting Dates, Governing Board Member Terms, Appointment of Board Officers, Contracts**

June 11, 2026 Regular Board Meeting
- **Approve LCAP and Budget, Board Meeting Dates, SB740 Facility Grant Application, Consolidated Application**

Coversheet

Approve Salary Schedule for 2025-2026

Section: IV. Action Items
Item: F. Approve Salary Schedule for 2025-2026
Purpose:
Submitted by: Kathryn Wong
Related Material: 25-26 Classified_Mgt Salary Schedule.pdf
                        25-26 Certificated Salary Schedule.pdf

BACKGROUND:

The attached salary scheduled is submitted for approval with the following changes/additions:

- Added Business Officer Manager position
- Added Math Tutor position
- Increased wage for paraprofessional position to be competitive with OUSD salaries
- Added Psychologist position [special education]
- Added stipend for Athletics Director supplemental duties
- Added stipend for Dual Enrollment Coordinator supplemental duties

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the Board approve the 2025-2026 Salary Schedule.

OMI Classified Mgt Salary Schedule Fiscal Year 2025-2026 Effective Date: 7/1/2025

CLASSIFIED	Contracted Days	Step 1	Step 2	Step 3	Step 4	Step 5
NON-EXEMPT						
Math Tutor	185	$32.00				
		$23,680.00				
Custodial Technician	260	$23.50	$24.23	$24.99	$25.73	$26.50
Aide (ASP)	185	$23.50	$24.23	$24.99	$25.73	$26.50
Tutor/Aide/Bilingual (SPED/ELD)	185	$28.50	$29.39	$30.29	$31.20	$32.14
Aide - Cafeteria	185	$28.50	$29.39	$30.29	$31.20	$32.14
Administrative Assistant	185	$28.50	$29.39	$30.29	$31.20	$32.14
Attendance Assistant	185	$28.50	$29.39	$30.29	$31.20	$32.14
Office Manager	220	$32.11	$33.09	$34.12	$35.15	$36.19
Registrar	220	$32.11	$33.09	$34.12	$35.15	$36.19
Facilities Technician	260	$32.11	$33.09	$34.12	$35.15	$36.19
Campus Monitor	220/185	$28.88	$29.78	$30.69	$31.62	$32.57
Executive Assistant to the Superintendent	260	$34.14	$35.21	$36.27	$37.35	$38.52
Business Technician	260	$34.14	$35.21	$36.27	$37.35	$38.52
Information Technology Technician	260	$34.14	$35.21	$36.27	$37.35	$38.52
Student Data Technician	260	$34.14	$35.21	$36.27	$37.35	$38.52
EXEMPT		Step 1	Step 2	Step 3	Step 4	Step 5
After School Program Manager	260	$80,135	$82,613	$85,169	$87,723	$90,355
Business Manager	260	$80,135	$82,613	$85,169	$87,723	$90,355
Facilities Manager	260	$80,135	$82,613	$85,169	$87,723	$90,355
Human Resources Manager	260	$80,135	$82,613	$85,169	$87,723	$90,355
Student Data Manager	260	$80,135	$82,613	$85,169	$87,723	$90,355
Information Technology Manager	260	$86,546	$89,222	$91,982	$91,982	$97,583
SEL Therapist	185	$87,614	$90,324	$93,117	$95,911	$98,788
Counselor	220	$87,614	$90,324	$93,117	$95,911	$98,788
Counselor	185	$73,675	$75,954	$78,303	$80,652	$83,072
CBO	260	$145,771	$150,279	$154,927	$154,927	$164,659
Director of Information Technology (IT) and Grant Development	260	$145,771	$150,279	$154,927	$154,927	$164,659
CERTIFICATED	EXEMPT	Step 1	Step 2	Step 3	Step 4	Step 5
Dir Teaching & Learning	220	$135,718	$139,915	$144,242	$148,703	$153,303
Dir Student Services	220	$135,718	$139,915	$144,242	$148,703	$153,303
Student Services Coordinator	220	$106,604	$109,901	$113,300	$113,300	$120,200
Instructional Coach	190	$104,710	$107,948	$111,286	$114,625	$118,064
Psychologist	200	$94,287	$99,250	$104,473	$104,473	$115,182
SLP	220	$94,287	$99,250	$104,473	$104,473	$115,182

One stipend authorized annually	Masters Degree	$ 500	
	Doctorate Degree	$ 1,000	
Additional Stipend Annually	CACC Member	$1,000	
Mental Health or Counslor Intern	$ 28,000		

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

Board Approved	
Revision Date	6/5/2025

OMI Certificated Salary Schedule for Fiscal Year 2025-2026
Effective Date 7/1/2025

Service Years	BA	BA + 30	BA + 45	BA + 60
1	$66,635	$67,500	$68,363	$69,224
2	$67,500	$68,358	$69,221	$70,084
3	$68,358	$69,224	$70,084	$70,942
4	$69,224	$70,084	$71,649	$73,213
5	$70,084	$70,942	$73,843	$76,742
6	$70,942	$71,809	$76,038	$80,267
7	$72,670	$72,916	$78,357	$83,799
8	$73,533	$75,769	$81,548	$87,325
9	$74,393	$78,619	$84,737	$90,854
10	$75,749	$81,474	$87,928	$94,380
11	$78,384	$84,325	$91,117	$97,908
12	$81,017	$87,180	$92,544	$97,908
13	$81,017	$87,180	$92,544	$97,908
14	$81,017	$87,180	$93,739	$100,298
15	$81,017	$87,180	$93,739	$100,298
16-17	$81,017	$87,180	$95,502	$103,822
18-20	$81,017	$87,180	$97,265	$107,347
21-24	$81,017	$87,180	$99,026	$110,870
25- or more	$81,017	$87,180	$100,790	$114,394

* 10 years maximum credit for years taught in another school district

* Additional years of credit is at Superintendent's discretion

Annual One time Stipends	Masters Degree	$500	(MA)
	Doctorate Degree	$1,000	(Ph.D./ Ed.D)
	National Board Certified	$5,000	
	CACC Member (Duty approved and fulfilled)	$1,000	

Teacher Hourly Rate	$49.95
Sub Daily Rate	$270.32
Non Credentialed Daily Rate	$360.18

Longevity Annual Stipend-based on consecutive years of service with OMI

5 YOS	$500
10 YOS	$1,000
15 YOS	$2,000
20 YOS	$3,000
25 YOS	$4,000
30 YOS	$5,000

Annual Stipends:	*All stipends must be approved by Superintendent
Dual Enrollment Coordinator	$2,500
Department Chair	$1,500
ASG Chair	$750
BTSA Mentor/Coach stipend is provided only if no release period or exceeds allotment	$1,700 (one), $1,000 (each add'l teacher) - max $3,700
Music/Jazz Band (Fall & Spring concerts)	$1,500
CAB-Student Government	$1,500
Yearbook Club Status	$1,500

High School Sports	
	Assistant Coaches may be remunerated from the Head Coach's allocated stipend of $2,500.

	The distribution of funds to Assistant Coaches should be managed by Head Coach following approval from the Athletic Director, ensuring equitable and transparent allocation based on roles and responsibilities.			
Athletic Director	**$2,500**			
HS Boys Soccer	$2,500			
HS Girls Soccer	$2,500			
Wrestling Co-Ed	$2,500			
Boys Volleyball	$2,500			
Girls Volleyball	$2,500			
HS Boys Basketball	$2,500			
HS Girls Basketball	$2,500			
Cross County Co-Ed	$2,500			
Track and Field Co-Ed	$2,500			
Middle School Sports are under ASP:				
Teaching an Extra Class	.2 FTE			
Board Approved				
Revision Date	6/5/2025			

Coversheet

Approve Superintendent's Contract Approval Limit Policy Revision

Section: IV. Action Items
Item: G. Approve Superintendent's Contract Approval Limit Policy Revision
Purpose:
Submitted by: CMSgt (CA) Thomas James
Related Material:
Approve Superintendent's Contract Approval Limit Policy Revision 6-12-2025.pdf

BACKGROUND:

With the decrease in number of meetings desired by the Board of Directors for the 2025-2026 school year, the superintendent will require a higher threshold for spending authority to move contracts forward in a timely manner for optimal school business functions. Contracts that need activation between meetings will still be brought forth to the Board for ratification. Approving this item empowers the superintendent to act efficiently on behalf of OMI within a clearly defined [and increased] financial threshold, while maintaining transparency and accountability to the Board through regular reporting and advance notification for higher-value contracts.

RECOMMENDATION:

The OMI superintendent and staff recommend that the Board of Directors approve the revision to the Superintendent Contract Approval Limit.

OAKLAND MILITARY INSTITUTE
COLLEGE PREPARATORY ACADEMY
3877 Lusk Street | Oakland, CA 94608 | 510 594 3900 | oakmil.org
Superintendent: Dr. M.E. Streshly
Board Chairman: Honorable Edmund G. Brown

Superintendent Contract Approval Limit Policy

Consistent with the proper allocation of responsibility between the Board of Directors ("Board") of the Oakland Military Institute College Preparatory Academy ("OMI"), and the superintendent, the Board hereby declares that the superintendent may enter into any lawful contract on behalf of OMI, without prior Board approval, where the total amount does not exceed ~~$50,000~~ $100,000. Whenever the contract amount would exceed ~~$20,000~~ $50,000, the superintendent will notify the Board's chairman in advance.

The superintendent should also include a brief description of the contract in her regular reports to the Board. In case of an emergency or catastrophic event, the superintendent will promptly communicate with the Board Chairman to determine appropriate next steps, which could include scheduling an emergency Board meeting.

Coversheet

Approve the Consolidated Application FY26

Section: IV. Action Items
Item: H. Approve the Consolidated Application FY26
Purpose:
Submitted by: Jessika Welcome
Related Material: OMI-ConApp FY26.pdf

BACKGROUND:

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

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

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the 2025-26 Consolidated Application.

California Department of Education   **Consolidated Application**

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

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

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

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Dr. Mary Streshly
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/03/2025

California Department of Education   **Consolidated Application**

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

Status: Certified
Saved by: Jessika Welcome
Date: 6/3/2025 3:07 PM

2025–26 Protected Prayer Certification

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

CDE Program Contact:

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

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dr. Mary Streshly
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/03/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

California Department of Education   **Consolidated Application**

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

Status: Certified
Saved by: Jessika Welcome
Date: 6/3/2025 3:07 PM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:

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

Initial Application

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

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

Returning Application

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

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

California Department of Education   **Consolidated Application**

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

Status: Certified
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2025–26 Application for Funding

CDE Program Contact:

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

Local Governing Board Approval

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

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

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

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

Application for Categorical Programs

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

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

California Department of Education   **Consolidated Application**

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

Status: Certified
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Date: 6/3/2025 3:07 PM

2025–26 Title III English Learner Student Program Subgrant Budget

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

CDE Program Contact:

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

Estimated Allocation Calculation

Estimated English learner per student allocation	$125.64
Estimated English learner student count	167
Estimated English learner student program allocation	$20,982

Note: $10,000 minimum program eligibility criteria

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

Budget

Professional development activities	$0
Program and other authorized activities	$0
English Proficiency and Academic Achievement	$20,982
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$20,982

Report Date:6/3/2025

R02

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California Department of Education   **Consolidated Application**

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

2025–26 Title III Immigrant Student Program Subgrant Budget

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

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	$99.32
Estimated immigrant student count	77
Estimated immigrant student program allocation	$7,648

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	$7,648
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$7,648

Report Date:6/3/2025

R02

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California Department of Education   **Consolidated Application**

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

Status: Certified
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Date: 6/3/2025 3:07 PM

2025–26 Substitute System for Time Accounting

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

CDE Program Contact:

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

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

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

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

R02

Coversheet

Rick Alva: Director of Information Technology & Grant Development Bio

Section: V. Superintendent's Update
Item: A. Rick Alva: Director of Information Technology & Grant Development
Bio
Purpose:
Submitted by:
Related Material: Rick Alva Bio 6-12-2025 BM.pdf

Rick Alva has been appointed as the new Director of Information Technology & Grant Development.

Rick Alva is currently the Director of Technology at Oakland Military Institute College Preparatory Academy, and formerly an Education Technology Specialist, Cisco Networking Academy Regional Manager for the Alameda County Office of Education and Director of Instructional Technology for Campbell Union High School District, where he has successfully merged pedagogical and technological needs for several school districts. He has been a teacher at Mission High School, City College of San Francisco, and Mission College. Rick has over 15 years of extensive experience successfully implementing the most comprehensive and up-to-date academic systems and initiatives available. More specifically, he manages the overall course of technology-based operations in collaboration with team members to provide systematic guidance to meet the vision, mission, and goals of the district.

Rick consistently works towards promoting a positive climate and a constructive environment, along with building support for student learning with the development and implementation of several academically based initiatives. To highlight some of the programs that he has led or contributed to are AVID, MTSS, Common Core Integration, and CTAP IV's Innovation in Learning. He is passionate about student learning and demonstrates this through staff professional development workshops on specific social and academic interventions needed for student achievement, with the mindset of empowering students with future-ready skills for college and life preparedness. In his quest for academic equity and inclusivity, he facilitates an all-encompassing learning culture to enable teachers and staff to become informed advocates amongst peers, parents, and students. Rick has current director-level experience with proven contributions in program leadership, integration of instructional technology, teaching, coaching, and mentoring.

Rick is a native of the Bay Area, born, raised, and resident of San Francisco. He is a graduate of UC Berkeley with degrees in Social Welfare and Psychology. He possesses credentials in both Teaching and Administration and is a fluent Spanish speaker. Rick is a lifelong learner and continuously works to improve upon his knowledge to keep up

with the rigorous, ever-changing technology and instructional developments and demands of our students and teachers.

Coversheet

2025 Annual Vendor Contract List

Section: VI. Information/Discussion Items
Item: A. 2025 Annual Vendor Contract List
Purpose:
Submitted by:
Related Material: 2025 Annual Vendor Contract List (1).pdf

BACKGROUND:

Information regarding current vendor contracts to includes renewals and cancellations forecasted after July 2025.

Vendor	Active	Inactive		
3 J's Global Fire Protection	x			All of the vendor distinctions are subject to change
AC Heating and Cooling Service	x			
Ace Business Supplies LLC		x		
Achieve3000, Inc.	x			
Alameda County Office of Education	x			
Foundation for Education Admin		x		
Mountain Music		x		
Adolfo Villa Aguilar	x			
Advanced Elevator Solutions		x		
Aeries Software	x			
Airbnb		x		
AK Athletic Equipment Inc.		x		
Alameda Elks Lodge No. 1015	x			
Alexander D Yin	x			
Alexander Yul	x			
Alexandra Avila		x		
Alexandra Sandoval Jauregui		x		
Alhambra HS Student Body Fund	x			
All Risk Rapelling, LLC.		x		
Alliance Member Services		x		
Allison Nguyen		x		
Alpha Card Systems,LLC		x		
Alvaro Joab Esquivel		x		
Alyssa E . Delaney		x		
Amazon	x			
Amazon Business Prime	x			
Amen Debretsion		x		
American Red Cross	x			
American Tire Depot	x			
AMS.Net,Inc	x			
Andrew San Juan		x		
Anh Vo		x		
Aniyah Barry Santiago		x		
Anthony Alvarado Rodriguez		x		
Aqeel Jamil Ahmed	x			
ARCO	x			
Areli Sanchez		x		
Arthur Mac's Tap & Snack	x			
Ashley Belen Mendoza		x		
Asurion Protection Services		x		
AT&T	x			

Vendor	Active	Inactive		
Autozone	x			
Autumn Press	x			
Avid Center		x		
Bay Area Conference	x			
Bee Green Rec & Supply, LLC		x		
Bessie L. Arnold		x		
Best Western		x		
Bill Tran	x			
Blaisdell's	x			
BoardOnTrack, Inc	x			
Bob McCloskey Insurance		x		
BorderLan,Inc	x			
Brady Industries		x		
Bridge Bank	x			
Bryan A Rivas		x		
CA Charter Schools Association	x			
CA State Disb Unit		x		
Calendly LLC	x			
California Charter Schools Ass	x			
California Dept of Tax and Fee	x			
California Scholarship Federat		x		
California State University	x			
CalPERS	x			
CalSTRS	x			
Caltronics Business Systems		x		
Camille Lazar		x		
Camp San Luis Obispo Billeting	x			
Camp-Ways Inc		x		
Carolina Biological Supply Co	x			
CASBO		x		
CDW-G	x			
Cecilia Fisher		x		
Cengage Learning	x			
Central Sanitary Supply	x			
Cesar E Chavez Parade & Fest		x		
Chance Barker	x			
Charter Schools Development Center	x			
Charter Smart		x		
Charter UP LLC	x			
Cherina Medina	x			
Chess House		x		
Chevron Stations, Inc	x			

Vendor	Active	Inactive		
Thomas L. James	x			
Chinese Parade	x			
Chipotle		x		
Christopher Lee	x			
Chronos Automatic Fire Prot	x			
CHURCH CHICKEN		x		
CIF State Office	x			
City of Oakland	x			
City of Oakland False Alarm Re	x			
Civicorps	x			
Class Tracker LLC		x		
Claudia Campbell		x		
Coast Guard Exchange	x			
College Board	x			
Comcast Business	x			
Commercial Door & Frame, Inc		x		
Computer & Technology Res Ctr		x		
Oakland Zoo	x			
Consolidated Cleaning Solution		x		
CORE	x			
CORE Districts	x			
Costco Warehouse	x			
Creation Engine, Inc.		x		
Crew Color Painting, Inc		x		
Cristina Magpantay		x		
CustomInk, LLC	x			
Cuvee Wine Country Events LLC		x		
Cynthia Murphy	x			
Crystal Brice		x		
Danny Nguyen		x		
Delta Airlines	x			
Denise Bianchini Senft		x		
Department of Industrial Relat		x		
Desmond Mai		x		
Dieu Ngoc Truong		x		
Dina Thu Le		x		
Dion Gordon Little	x			
Discovery Education, Inc.	x			
Document Tracking Services	x			
DocuSign	x			
Dollar Tree	x			
Dominic Cacioppo		x		

Vendor	Active	Inactive		
Domino's Pizza	x			
Priority Refrigeration LLC		x		
Doodle.com		x		
Drams, Inc	x			
Dublin High School	x			
Durham School Services	x			
EBMUD Payment Center	x			
ECOLAB	x			
Edlio LLC.	x			
Eduardo Martinez		x		
Education for Equity	x			
Eide Bailly		x		
El Paseo Children's Center	x			
Embassy Flag, Inc	x			
Employee Development Dept	x			
EMS LINQ INC	x			
E-Rate Elite Services, Inc.	x			
Eric Nguyen		x		
Etsy	x			
Event Magic, Inc	x			
Evergreen Landscapes	x			
E-Waste Recycling Center	x			
Expedia		x		
Exxell Fire Systems		x		
Exxon	x			
Fast Track	x			
FASTSIGNS Oakland	x			
Federal Express	x			
First Alarm	x			
First Choice Autorepair	x			
Florence Velasco Cruz Eriksson	x			
FOOD	x			
FoodMaxx	x			
The Ford San Leandro	x			
Forsupplies Inc	x			
Franchise Tax Board	x			
Fresno County Superintendent o	x			
From The Hearts Florist		x		
Fry Specialty Inc.		x		
Gabrielle Harmon Jones	x			
GAS	x			
Gather & Grub		x		

Vendor	Active	Inactive		
Girl Scouts of Nor Cal		x		
Glen Ellen Star		x		
Global Teletherapy		x		
GM Supplies LTD		x		
Go Daddy	x			
Good Events	x			
Gracie-Paula Siaw Osborne		x		
Grainger	x			
Grand Hyatt San Diego		x		
Grant Alexander Neal		x		
Greatland Corporation		x		
G.Turner & Associates ,LLC		x		
Gurpardeep Dhillon		x		
Guzman Building & Construction	x			
H&M Mechanical Group	x			
Hands-On Technology Education	x			
Haskell New York Inc.	x			
Havana Catering		x		
Hayward Unified School Dist.	x			
Hazelden Betty Ford Foundation	x			
Nichole E. Helfrich	x			
Henry C. Levy, Tax Collector A	x			
Hernandez Tree Service	x			
HighTech Screens & Shades		x		
Hilton Hotel	x			
Hipontech		x		
Holiday Inn Express	x			
Holly's Mandarin Fine Chinese		x		
Home Depot Credit Services	x			
Hotel Burbank		x		
Hotel- credit card		x		
Houghton Mifflin Harcourt Pub	x			
Hyatt Regency		x		
Ike's Love & Sandwiches	x			
Imagine Learning LLC	x			
In & Out Burger		x		
Indeed	x			
Internal Revenue Service	x			
Ismael Robles	x			
Nerd Crossing		x		
Jange Alvia Perkins		x		
Jard Davis		x		

Vendor	Active	Inactive		
Jason La		x		
Jason Schilling		x		
Jason Walter Noll		x		
Jayce Hopkins		x		
Jeeva Roche		x		
Jeff Rutsch		x		
Jeremy Sykes Photography		x		
Jack London Lodge	x			
JOHNBOY'S TOWING		x		
Johnny Wu		x		
Joricia D Belton		x		
Jose Vargas		x		
Jose Alfredo Hernandez		x		
Joseph Delgadillo	x			
Alameda's Best Catering		x		
Jostens	x			
JROTC Dog Tags, Inc	x			
Julian Silva		x		
Justin Nevels		x		
K12 School Supplies	x			
Kaiser Foundation Health Plan	x			
Kajeet Inc	x			
Kathryn Wong	x			
Kathy Tran	x			
Kern County Superintendent of School		x		
Ken Kusactay	x			
Kevin Brian Halverson		x		
Kristie Briseno		x		
La Quinta		x		
La Rochelle Winery	x			
Challenge Coins Plus	x			
Leadership Excellence & Dev		x		
Lexli Avalos- Alvarez		x		
Liam Wady		x		
LICK-WILMERDING HIGH SCHOOL	x			
Lisa M. Szasz	x			
Little Caesar's	x			
Local Dumpster Rental, LLC	x			
Los Cantaros Taqueria Inc.	x			
Louis Educational Concepts LLC	x			
Life Options, Voc & Res Ctr		x		
Loves#230		x		

Vendor	Active	Inactive		
Lowmarkup, Inc		x		
LS Services, LLC		x		
Luan Dang		x		
Luis Garza		x		
Luis Lara		x		
Lux Bus America Co.	x			
Madera Uniform & Accesories	x			
Mai Dinh		x		
MakeMusic, Inc	x			
Mannat Jaggi		x		
Marc Mares		x		
Marin IT	x			
Mario Thomas Geary		x		
Mark A Basnage	x			
Marriott Hotel		x		
Mary Streshly	x			
Maryann Michalowski		x		
Max Martinez		x		
May Cleaners	x			
McDonald's		x		
The Medalcraft Mint, Inc	x			
Melanie Rachelle Newkirk	x			
MGN HEATING & AIR		x		
Michael Traver	x			
Mid-County Officials Network	x			
MINUTEMAN PRESS OAKLAND	x			
Miyoung Kang	x			
Mobile Modular	x			
Molly Schmidt Consulting Group		x		
Monique Leona Best		x		
Monterey Vladimir Rickert		x		
Moreau Catholic High School	x			
Moreno Electric Co.		x		
MRC Smart Tech Solutions		x		
Multi-Health Systems, Inc		x		
Mutual of Omaha		x		
MVP Sports & Rec ,Inc	x			
My Digital TAT2, Inc		x		
National Association of Elementary School Principals		x		
Natalie Benavides-Camacho		x		
Law Office of Natashe Washington	x			
Nathan Mullins	x			

Vendor	Active	Inactive		
National Asso of Elem School Principles		x		
National College Resources Fnd	x			
Blue Goose Graphics	x			
Nearpod Inc.		x		
Netbrands Media Corp		x		
New Gold Medal Rest		x		
Nicholas Becerra		x		
Noah's New York Bagels	x			
Nob Hill Catering Inc	x			
Noelia Vasquez Ramos		x		
North Coast Section, CIF	x			
Noyolas Hauling	x			
Oakland Enrolls	x			
Oakland Rooter & Plumbing		x		
Oakland Unified School Distric	x			
Office Depot	x			
Office Max	x			
Onix Beralia Izaguirre		x		
Orbach Huff & Henderson LLP	x			
Outward Bound California		x		
Owl Labs, Inc		x		
Pak N' Save	x			
Pamela Malowe		x		
Panda Express	x			
Panera Bread	x			
Party City		x		
PG&E	x			
Philadelphia Insurance Co		x		
Phoenix Transportation	x			
Pizza Hut	x			
Porshia Phillips		x		
Port 53		x		
PowerSchool Holdings		x		
Premier Food Safety	x			
Principal Life Insurance Compa		x		
Print A Shirt	x			
Deluxe Corporation		x		
Pro Dryers.com	x			
ProWraps,Inc	x			
Quadient Leasing USA, Inc	x			
Quickbooks Online		x		
Quizlet Inc.		x		

Vendor	Active	Inactive		
Rachel Mahlke	x			
Rainbow Donuts	x			
Rajashanea Everett		x		
Raptor Technologies	x			
Red Tomatoes Org	x			
Redwood Glen		x		
Relay, Inc	x			
RelightDepot.com				
Renaissance	x			
Republic Indemnity	x			
Restaurant Depot	x			
Restaurant Supply,Inc	x			
Rids Brother Company Inc		x		
Riverside Assessments,LLC	x			
Robert Finkel		x		
Rodrigo Leanos		x		
Rough Riders Athletic Assoc	x			
Round Table Pizza	x			
Running Warehouse	x			
Ryan Ton		x		
SafeTight Security LLC	x			
Safeway	x			
Sam's Club	x			
San Francisco BART	x			
San Francisco Elevator Service	x			
San Joaquin County Off of Educ	x			
San Leandro Rifle	x			
Santa Cruz Seaside Company	x			
Savvas Learning Co LLC	x			
School Services of CA, Inc	x			
schoolAbility, LLC		x		
SchoolMate	x			
Schools of the Sacred Heart		x		
Schultz Entertainment Exp		x		
Sacramento County Off of Educ	x			
Scoot Education	x			
Securly, Inc.		x		
Seneca Family of Agencies		x		
San Francisco Municipal Transportation Agency	x			
Shann Chu		x		
Shari Anokye		x		
SHARP ELECTRONICS CORPORATION	x			

Vendor	Active	Inactive		
Shawna Lipsey	x			
The Sherwin-Williams Company	x			
Shred Works Inc.	x			
SMART & FINAL		x		
Soar Learning, Inc		x		
Sonja Jones		x		
Sonoma State		x		
Southwest Airlines		x		
Spectrum Canine LLC	x			
Spinitar		x		
St Mary's College of CA	x			
St. Vincent De Paul HS	x			
Starbucks	x			
Stoles	x			
Subway	x			
Sunward Flag Co., LLC		x		
Swing Education Inc.	x			
Syreeta Danika Hopkins		x		
Taco Bell		x		
Tahoe Jack's Advtr Auth, Inc		x		
Target	x			
Tariq Alroaini	x			
TCG Group Holdings		x		
Therapeutic Crisis Intervention	x			
TeamLogic IT of Mountain View		x		
The Advantage Group	x			
The Breakthrough Coach		x		
The Hartford		x		
The Regents of UC		x		
The Sutta Company		x		
The UPS Store	x			
Therapy Notes, LLC		x		
Bloom Software Inc.		x		
Timothy Murray	x			
Traaf Bowling CTR		x		
Trader Joe's		x		
Travis Gas Station	x			
TreeRing Corporation	x			
Trello, Inc		x		
Tristan Wady		x		
Tsung Lin Tsai		x		
TSYS/TRANSFIRST DISCOUNT		x		

Vendor	Active	Inactive		
Turnitin Holdings LLC		x		
U.S. Bank	x			
UC Office of the President	x			
UHaul	x			
UHL Discount Oakland		x		
ULINE	x			
United Airlines		x		
United States Treasury -IRS	x			
University of San Francisco		x		
UPrinting		x		
US Foods Chef's Store	x			
US Postal Service	x			
USA Carpet	x			
Valmiria Paulo Amaya	x			
Vanguard Industries West,Inc	x			
Vector Solutions		x		
Verizon	x			
Sabor Latino 17	x			
Vista Higher Learning, Inc	x			
Vo Cheng		x		
Wafa Ali		x		
Walmart	x			
Accredtng Commissn for Schools	x			
Waste Management of Alameda Co	x			
WebLife Stores LLC	x			
The Webstaurant Store,Inc	x			
Wendy Perez Ovalle		x		
Westco Gas & Food	x			
WestEd	x			
Wex Bank	x			
Whitecastle Tours, Inc		x		
Wing-Wah Leung		x		
Wire Tech Electric Inc		x		
WrestlingMart.com, LLC	x			
Xavier Alunga Piring		x		
Xiaolin Chen		x		
Yasmin Harris		x		
YoPronto.com	x			
Yoreli Ceja Carraza		x		
Young, Minney & Corr,LLP	x			
Zazzle,Inc.				
Zoom Janitorial Service Inc	x			

Vendor	Active	Inactive		
Zoom Video Communications, Inc	x			
Cal Maritime Corporation	x			
NewsELA, Inc		x		
Tony Tai Nguyen, Special Education Attorney, PC				
AT&T Cal Net	x			
Mantel Mount LLC				
Cooper, Brent M. LEP	x			
AT&T Calnet (Acct# 9391008878 - Acct closed)		x		
Mantel Mount LLC	x			
Suarez, Brigette		x		
Henson, Tyree L		x		
Valencia, Rachelle Trochez		x		
Galvan, Manuel Jauri		x		
Zantout, Nabil R		x		
Beyond Booksmart	x			
Maldonado, Dania (Reimb)		x		
Print A Shirt-Screen Printing & Embroidery				
US Bank (CC 3463)				
Neal, Grant (Reimb)		x		
Eriksson, Florence Velasco Cruz	x			
Robert J. Miller & Associates, Inc.	x			
Chevron	x			
Association of California School Administrators	x			
Comcast Business (Acct# 980528458)	x			
EBMUD (Acct# 13691200001)	x			
EBMUD (Acct# 26735648696)	x			
EBMUD (Acct# 65483468282)	x			
EBMUD (Acct# 70200641268)	x			
Little, Dion (Reimb)	x			
Albany Berkeley Soccer Club	x			
Syracuse RTC dba Evaluations RTC	x			
Amaya, Valmiria Paulo (Reimb)	x			
Haight Brown & Bonesteel LLP	x			
Mendiola, Jean Thierry (Reimb)		x		
TCI	x			
Flo's Friendly Foods	x			
Hernandez, Sophia (reimb)		x		
La Economica Landscaping	x			
McGraw-Hill LLC	x			
Wex Inc.	x			
CALPERS	x			
FedEx	x			

Vendor	Active	Inactive		
Best Buy	x			
ThriftBooks	x			
Kahoot! AS		x		
OBCA		x		
Quadient Leasing USA, INC	x			
Paoletti, Alexandria (Reimb)		x		
Accrediting Commission for Schools, WASC (Acct# 0175622617)	x			
Apple Inc. (Cust# 631728)	x			
East Bay Municipal Utilities District (Acct#13691200001)	x			
East Bay Municipal Utilities District (Acct#70200641268)	x			
FinalForms		x		
Kane, Julia (reimb)	x			
Swing Education, Inc	x			
Hayward High School	x			
Half Moon Bay High School Boosters	x			
California School Boards Association	x			
Fernandez, Rogie A	x			
Johnson, James	x			
Luxury Bus Rental US LLC	x			
Streshly Mary (Reimb)	x			
Murray, Tim (reimb)	x			
W.W. Norton & Company Inc	x			
Slide Ranch	x			
Peet's	x			
BART Bulk Tickets	x			
Quadient	x			
UCOP Sponsored Event		x		
DNH Godaddy.com		x		
IXL Learning, Inc.	x			
Pike, Jonathan (Reimb)	x			
Valley Athletics	x			
Silicon Valley Mathematics Initiative	x			
UO Conference Services		x		
True Image	x			
Motel 6 Porterville		x		
Costco Wholesale	x			
Harland Clarke		x		
College of Alameda	x			
Instructure, Inc	x			
Sharp Business Systems (Acct# 874637)	x			

Vendor	Active	Inactive		
ezCater's Subway	x			
Jordan Bloch Films		x		
Moscoso, Yesi	x			
Ly, Jayson		x		
Creel, Piyamaporn	x			
Alferez, Valeria		x		
Employment Development Dept	x			
Gonzalez, Adriana (reimb)	x			
Home Depot Credit Services	x			
Manteca High School	x			
Neal, My (reimb)		x		
Worth Ave. Group, LLC	x			
Carbonless forms printing	x			
Jetro Cash & Carry	x			
Fastrak csc	x			
U-Haul All Safe Self-Storage	x			
School Psychology Group, Inc.	x			
Nonprofits Insurance Alliance (NIA)		x		
Overfelt Wrestling	x			
AB Auto Body	x			
Sam's Signs	x			
Manlangit, Kyla (Reimb)		x		
TLC Child and Family Services	x			
Lighthouse Community Public Schools	x			
Scholastic Inc. (Acct# 4301341)	x			
Lee's Donuts	x			
[DJI.Com](DJI.Com)	x			
JAMF Software, LLC	x			
Law Office of Donald Velez, Jr.	x			
BusLoop		x		
Dang, Dana (reimb)	x			
Quintero, Maria (reimb)	x			
San Leandro High School	x			
Port53 Technologies Inc	x			
W2,1099,1095 Efiling	x			
Whole Foods Market	x			
Enrollease, Inc	x			
Arthur Mac's Tap & Snack	x			
Basnage, Mark		x		
Klett World Languages	x			
The California State University	x			
Document Tracking Services	x			

Vendor	Active	Inactive		
Mizrahi Law, APC	x			
Renaissance Learning Inc	x			
USA Carpet and Vinyl	x			
U.S.Coachways, Inc	x			
Bay Area Conference	x			
Murphy, Cynthia (Reimb)	x			
East Bay Municipal Utilities District (Acct# 26735648696)	x			
East Bay Municipal Utilities District (Acct# 65483468282)	x			
Good Events	x			
Tran, Kathy (Reimb)	x			
Museum of Art and Digital Entertainment	x			
AVHS Boosters	x			
Box, Tabitha		x		
Cain, Michael		x		
ROJAS, ROXANA		x		
Mullins, Nathan (reimb)	x			
Passion for Catering		x		
Camacho, Namue		x		
Granadeno, Jose	x			
ProDrinkingFountains	x			
Sown To Grow, Inc.		x		
Stoles.com	x			
Guitar Center	x			
National Association of Elementary School Principals		x		
Stanley		x		
WWW Costco Com	x			
Treering	x			
Adtiser & Total	x			
Universal Studios	x			
Brosio, Eric (reimb)		x		
Cal Maritime Corporation	x			
City of Oakland, False Alarm Reduction Program (Permit# 240153)	x			
City of Oakland, False Alarm Reduction Program (Permit# 381375)	x			
City of Oakland, False Alarm Reduction Program (Permit# 330408)	x			
EMS LINQ, LLC	x			
Sperling, Jason (reimb)	x			
Crawford, Janaye	x			
Castillo, Jose Delgado (reimb)		x		

Vendor	Active	Inactive		
Malin, Anisbelly (reimb)		x		
Onwvatog, Ngozi (reimb)		x		
Newkrik, SGT Melanie (Reimb)	x			
Thomas, James (reimb)	x			
Kofoworola, Gina		x		
Tran, Bill	x			
Siebert, Erik (Reimb)		x		
USPS PO	x			
Office Depot	x			
Phan, Ricky		x		
Barker, Chance (Reimb)	x			
Mahlke, Rachel (Reimb)	x			
Pacific Northwest Publishing, Inc dba Ancora Publishing Safe & Civil Schools	x			
HMH Education Company	x			
Brisk Teaching	x			

Coversheet

Education Protection Account Expenditure Summary

Section:	VI. Information/Discussion Items
Item:	B. Education Protection Account Expenditure Summary
Purpose:	
Submitted by:	Jessika Welcome
Related Material:	FY26 EPA Spending Resolution.pdf
	OMI-FY26 EPA Spending Plan-JW-20250603.pdf

BACKGROUND:

The Education Protection Account (EPA) expenditure summary outlines how OMI has used state-provided EPA funds, which are restricted to supporting classroom-related expenses such as teacher salaries and instructional costs. This summary is presented to the Board of Directors for transparency and to fulfill state reporting requirements.

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies

1

received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the charter shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

2

1.   The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the charter;

2.   In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the charter has determined to spend the monies received from the Education Protection Act as attached.

DATED:

_____
Board Chair

ATTEST:

_____
Board Secretary

3

Education Protection Account (EPA) Spending Plan*

Estimated Expenditures July 1, 2025 - June 30, 2026
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Revenue & Expense
Amount Available for this Fiscal Year		
Education Protection Account	8012	$998,470
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$998,470
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$998,470**

*Estimated EPA Spending is based on the CDE's estimated 2025-26 EPA Entitlement
Actual amount and expenses may be different than stated. Per Proposition 30, EPA funds
may not be used for salaries or benefits of administrators or any other administrative costs.

Coversheet

SB740 Application

Section: VI. Information/Discussion Items
Item: C. SB740 Application
Purpose:
Submitted by:
Related Material: SB740 Charter School Facility Grant Legal Status Questionnaire.pdf

BACKGROUND:

The SB740 application approval allows Oakland Military Institute (OMI) to receive state facility grant funding to help cover the cost of leasing its campus facilities. Board approval is required to authorize the application and ensure OMI remains in compliance with state grant requirements.

Charter School Facility Grant Program
LEGAL STATUS QUESTIONNAIRE

1. Disclose material information relating to any legal or regulatory proceeding or investigation in which the applicant/borrower/project sponsor is or has been a party and which might have a material impact on the financial viability of the project or the applicant/borrower/project sponsor. Such disclosures should include any parent, subsidiary, or affiliate of the applicant/borrower/project sponsor that is involved in the management, operation, or development of the project.

    Response: _____N/A_____

2. Disclose any civil, criminal, or regulatory action in which the applicant/borrower/project sponsor, or any current board members (not including volunteer board members of non-profit entities), partners, limited liability corporation members, senior officers, or senior management personnel has been named a defendant in such action in the past ten years involving fraud or corruption, or matters involving health and safety where there are allegations of serious harm to employees, the public, or the environment.

    Response: _____N/A_____

Disclosures should include civil or criminal cases filed in state or federal court; civil or criminal investigations by local, state, or federal law enforcement authorities; and enforcement proceedings or investigations by local, state or federal regulatory agencies. The information provided must include relevant dates, the nature of the allegation(s), charters, complaint or filing, and the outcome.

Signatures on behalf of (school name): *Oakland Military Institute College Preparatory Academy*

I/We attest that we have provided full disclosure *as indicated* in response to the items 1 and 2 above.

_____   _____6/4/2025_____
Signature of Principal, CEO, or Lead Administrator   Date

Mary Streshly
Print or Type Name:

_____   _____
Signature of President or Chair of Governing Board   Date

_____
Print or Type Name

CSFA Form 740-01 (Rev. 12/2017)   **5**
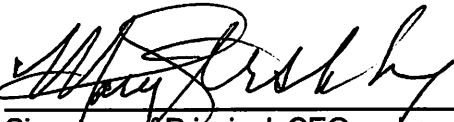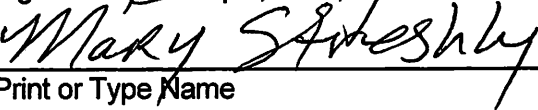
Charter School Facility Grant Program
CHARTER SCHOOL CERTIFICATION

I/We hereby certify that to the best of my knowledge and belief, this data is true and correct and that all data reported on this application have been compiled and reported in accordance with state and federal laws, regulations, general legal assurances, and instructions to prepare this report form. I/We further certify that the Charter School will comply with all program requirements as outlined in Education Code section 46714.5 and Article 1.5 of Division 15 of Title 4 of the California Code of Regulations (commencing with section 10170.1). I/We attest we have provided full disclosure and understand misrepresentation can cause ineligibility to participate in the Charter School Facility Grant Program.

_____   6/4/2025
Signature of Principal, CEO, or Lead Administrator   Date

Mary Streshly
Print or Type Name

_____   _____
Signature of President or Chair of Governing Board   Date

_____
Print or Type Name

CSFA Form 740-01 (Rev. 12/2017)   6

Coversheet

Oakland Enrolls MOU

Section: VI. Information/Discussion Items
Item: D. Oakland Enrolls MOU
Purpose:
Submitted by:
Related Material: FIA_Oakland Enrolls MOU for SY26 Enrollment.pdf

	OAKLAND ENROLLS, A PROJECT OF FAMILIES IN ACTION FOR QUALITY EDUCATION, MEMORANDUM OF UNDERSTANDING FOR PARTICIPATING CHARTER PARTNERS (2025-2026 School Year for 2026-2027 Enrollment)

This **Memorandum of Understanding** ("**MOU**") is entered into by **[LEGAL NAME and description of charter operator]** ("**Charter Partner**") and Families in Action for Quality Education, a California Nonprofit Public Benefit Corporation, doing business as Oakland Enrolls ("Oakland Enrolls"). Charter Partner and Oakland Enrolls are sometimes referred to in this MOU individually as "**Party**" and together as "**Parties.**" This agreement shall be effective as of July 1, 2025.

BACKGROUND

Oakland Enrolls is responsible for the common charter application. Prior to the Oakland Enrolls common charter application, a fragmented and inequitable system of school enrollment existed in Oakland, making it difficult for families, particularly those historically marginalized, to navigate the public-school enrollment process. The Oakland Enrolls common charter application aims to address this problem, in collaboration with schools and community partners, by providing a simplified enrollment process, where families can use a single platform to fill out one application for charter schools, applying to multiple schools at once. In order to optimize family access to information about school options and to build a positive public narrative, Oakland Enrolls will provide collective marketing to its school partners along with regular training and capacity building.

Charter Partner wishes to participate in the Oakland Enrolls common charter application, in order to enhance family choice, make the process for families easier, and share data to gain more insight into application and enrollment trends in Oakland. Therefore, in exchange for good and valuable consideration, the Parties agree as follows:

RIGHTS AND RESPONSIBILITIES

1. **Description of Oakland Enrolls common charter application.**

a. ***Timeline*** – Charter Partners participating in the city-wide charter enrollment system will follow the following timeline during the 2025 - 2026 School Year ("**SY**"), in preparation for the 2026 - 2027 enrollment year. The timeline is subject to change at the discretion of Oakland Enrolls, and Charter Partner will be required to follow any changes implemented by Oakland Enrolls:

Date	Milestone

September 26, 2025	Review and finalize lottery preferences for SY 2026-2027
November 10, 2025	On-Time application launch for SY 2026-2027
December 5, 2025	Charter Partner will share their Fall 1 Submission CALPADS 8.1 Student Profile List as of October 2025
January 2026	Lottery verification
February 13, 2026	On-Time applications due
February 17, 2026	Late applications launch
March 2, 2026	Schools run lotteries, offers remain in Pre-Offer status
March 3, 2026	All offers made public by Oakland Enrolls
March 19, 2026	On-Time lottery confirmation deadline
March 20, 2026	Bulk rescind of On-Time lottery offers by Oakland Enrolls
May 21, 2027	Application closes for all schools (best guess date)

Oakland Enrolls will give Charter Partner the timeline for the 2027 - 2028 and 2028 - 2029 SE by July 1 of the previous upcoming school year.

b. *Key System Functionalities of Charter Enrollment Program*

i. *Multiple Languages*: the common application is available in five languages (English, Spanish, Chinese, Arabic, Vietnamese) .

ii. *School Offer and Acceptances:* A family is only allowed to accept one offer per student in the common charter application system.

iii. *On-Time Lottery Offer Launch:* All Charter Partners will publicize On-Time lottery offers to families on the same date via Oakland Enrolls.

iv. *On-Time Lottery Offer Rescind:* Oakland Enrolls will automatically rescind any outstanding On Time lottery offers on the same date, March 20, 2026. Oakland Enrolls' standard messaging gives families 10 business days to accept an offer, but schools may choose to use their own messaging and timeline.

v. *Data Sharing:* The Oakland Enrolls common charter application involves and requires data sharing related to applications, enrollments, transfers, waitlists, and accepted offers, as follows: By the start of December 2025, Charter Partner will share their Fall 1 Submission CALPADS 8.1 Student Profile List as of October 2025;

vi. Oakland Enrolls will use the CALPADS data to assess the full enrollment pipeline, subgroups enrollment information, and pipeline attrition. Oakland Enrolls agrees to handle this data in accordance with the terms set out in **Appendix C**.

vii. Oakland Enrolls may share the CALPADS data with third parties for research purposes.

viii. Shared data will also be used for joint marketing, communications, and outreach activities by the Parties and Oakland Enrolls' individual marketing and outreach activities, and community partnerships, in accordance with applicable law.

ix. Select data may be shared with research or community partners to enhance the family experience.

x. Charter Partner represents and warrants that in assigning the applicable Student Profile Data to and sharing information with Oakland Enrolls including, but not limited to (Confidential Information as defined in **Appendix C**) that Charter Partner is in compliance with the provisions of FERPA, and any amendments thereto. Oakland Enrolls represents and warrants that it is also in compliance with any applicable provisions of FERPA, if any, and any amendments thereto. Furthermore, Charter Partner represents and warrants that it has the requisite consents and is allowed under FERPA, and other applicable laws, to assign Student Profile Data with Oakland Enrolls that Oakland Enrolls would then share with third parties for research purposes. Nothing in this Agreement may be construed to allow either Party to maintain, use, disclose or share information in a manner not allowed by state or federal law or regulation.

2. <u>Collective Marketing</u>

a. *Strategic use of Enrollment Data*
   i. Develop and distribute power of data reports citywide

b. *Collective Marketing and Communications*
   i. New brand identity and digital media framework for Oakland Enrolls
   ii. Collective Marketing regular blog, social media and web
   iii. Leverage earned media for school partners
   iv. Charter School Choice Fair participation
   v. Year-Round Community Outreach & Marketing ie Head Start, community partners

3. <u>Enrollment and Marketing Training</u>
   i. Provide regular in person/virtual training as well as office hours and differentiated on-site coaching.
   ii. Training topics to include SchoolMint Legacy platform, Schoolmint Legacy data, Marketing and Building Community, Collaboration & Harvesting Collective Wisdom

4. **Charter Partner's Commitments.**

a.   Charter Partner will complete the following Appendixes prior to signing and returning the MOU:

   i. **Appendix A** – Confirmation of Commitments and Services
   ii. **Appendix B** – Key Organization Contacts

b.   Oakland Enrolls implements the charter enrollment program, in part, through an online school enrollment platform. To participate in the charter enrollment program, Charter Partner must create a portal and give Oakland Enrolls access to Charter Partner's portal. Charter Partner agrees and understands that in order to maintain the health and efficiency of the common application, Oakland Enrolls will have certain access to data and the permission to alter data on Charter Partner's portal.

c.   Charter Partner will be responsible for ensuring that the applications are accurate and updated in accordance with parent and/or legal guardian wishes.

d.   Charter Partner will only accept applications to its school(s) through the Oakland Enrolls common charter application. All applicants to Charter Partner's school(s) must submit an Oakland Enrolls common charter application during the On-Time (Open Enrollment) and/or Late (Post Enrollment) Application periods during the common application timeline. Charter Partner will not create or distribute a school-specific application for any grades it serves and will only accept applications per the Oakland Enrolls common application timeline.

e.   Charter Partner will provide information to Oakland Enrolls for school choice collateral in a timely fashion and is responsible for updating its editable online school finder profile and attributes as necessary.

f.   Charter Partner will use Oakland Enrolls' tools and protocols for lotteries, waitlist management, collecting verification documentation, and communicating offers to families. If the tools provided by Oakland Enrolls cannot accommodate specific lottery configurations, Oakland Enrolls will collaborate with the software vendor and Charter Partner to develop a solution.

g.   Charter Partner will <u>not</u> <u>require</u> verification documentation before running any lottery unless approved by Oakland Enrolls.

Charter Partner will publicly post on each of its schools' websites links to Oakland Enrolls website and display the common application verbiage and lottery date(s) on or before launch as specified in 1.a.

Capacity Development and Training

h. Charter Partner will have the appropriate people in its organization review Oakland Enrolls' training materials, best practices, and checklists. Charter Partner will ensure staff attend training session(s) as required.

i. ***Participation Requirements and Estimated Fees***
    i. *Required - Enrollment System and Oakland Enrolls Support*: Charter Partner will purchase the following application modules and support through Oakland Enrolls for a period of July 1, 2025 through June 30, 2026 totaling $13,000 per school signed & submitted by June 30, 2025.

    ii. Please see **Appendix E** for a more detailed description of Oakland Enrolls support.
        1. *Application Support:* Common Application, Communication, Lottery, Waitlist
        2. *Additional Support:* Operations Support, Access to Family Support, Advocacy, Communications Support, Marketing & Recruitment Support, Data & Analysis, Network Benefits, Community Outreach, and Oakland Enrolls Council Membership.

    iii. *Optional - Oakland Enrolls will not offer additional services but can refer charter partners to marketing and communications specialists.*

    iv. *Optional - Enrollment System components*: Charter Partner may opt to purchase additional modules from the software vendor, including registration and re-enrollment modules, if applicable. Oakland Enrolls recommends the module license(s) start/end dates align with the Common Application license.

j. ***Summary of Roles and Responsibilities***
    i. Oakland Enrolls has summarized roles and responsibilities for Charter Partner, Oakland Enrolls, and the software vendor to help provide clarity around who is responsible for what. This is not meant to be comprehensive, rather a summary to provide guidance. See **Appendix D**.

k. ***Indemnification*** – Charter Partner agrees that it will defend, indemnify and hold harmless Oakland Enrolls and its officers, directors, employees, and agents (collectively, the "indemnified parties") against and from any and all claims, actions, demands, losses, causes of action, damages, expenses or liabilities, including attorneys' fees, to which any Indemnified Party may become subject or which it may suffer as a result of or arising out of any negligent, willful or reckless acts or omissions, breach of this MOU, dishonesty or fraud of or by Charter Partner, its agents, employees or representatives.

l. ***LIMITATION OF LIABILITY.*** CHARTER PARTNER AGREES AND UNDERSTANDS THAT OAKLAND ENROLLS SHALL NOT BE LIABLE UNDER ANY CIRCUMSTANCES, WHETHER IN CONTRACT, TORT, EQUITY OR OTHERWISE, FOR ANY INDIRECT, INCIDENTAL, CONSEQUENTIAL, SPECIAL,

PUNITIVE OR EXEMPLARY DAMAGES (EVEN IF SUCH DAMAGES ARE FORESEEABLE, AND WHETHER OR NOT OAKLAND ENROLLS HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES), INCLUDING DAMAGES FOR LOSS OF PROFITS, ANY OVERHEAD EXPENSES, OR COMMITMENTS TO THIRD PARTIES. OAKLAND ENROLLS' MAXIMUM AGGREGATE LIABILITY ARISING FROM OR RELATING TO THIS MOU SHALL BE LIMITED TO THE AMOUNTS PAID BY CHARTER PARTNER TO OAKLAND ENROLLS UNDER THIS MOU.

5. **Oakland Enrolls' Commitments.** In addition to the services described elsewhere in this MOU, Oakland Enrolls commits to the following:

a. Charter Partner's participation in the uniform charter enrollment program will be fully supported by Oakland Enrolls, with training and development of school staff, standard operating procedures, templates and best practices, direct support provided to families, sector-level data analysis, and information sharing including real-time visibility of applications to Charter Partner's school(s).

b. Oakland Enrolls is significantly expanding marketing, data and training support in response to feedback. OE will continue to solicit input and feedback from charter partners on new policies. Oakland Enrolls retains ultimate decision-making authority on policies and implementation, but it commits to bringing potential policies to the Council for review.

6. **Mutual Commitments, Terms and Conditions.**

a. **Term** – The term of this MOU is from July 1, 2025 to June 30, 2026 ("**Term**"), at which point Oakland Enrolls shall have no obligation or duties to Charter Partner to provide services under this MOU. Charter Partner's obligation to pay any fees due under this MOU shall survive the Term of this MOU. The provisions of section 3(k) and 3(l), all of the provisions of section 4, and any other provision reasonably intended to survive the Term of this MOU will survive the termination or expiration of this MOU.

b. **Governing Law** – This MOU is governed by California law, without regard to any conflict of laws rules. Each Party consents to exclusive jurisdiction and venue of state or federal courts located in Oakland, California.

c. **Assignment** – Charter Partner may not assign its rights or obligations under this MOU without the express prior written consent of Oakland Enrolls.

d. **Integration, Modification, Waiver** – This MOU, and its appendixes, constitute the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements whether oral or written relating to Oakland Enrolls and the Oakland Enrolls common charter application. This MOU may be amended or modified only in writing, signed by all Parties. No delay or omission by Oakland Enrolls in exercising any right under this MOU will operate as a waiver of that or any other right provided for in this MOU.

e. **Counterparts, Electronic Signatures and Delivery** – This MOU may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Parties

agree that electronic signatures of the Parties shall have the same force and effect as original signatures. Delivery of a copy of this MOU by facsimile, electronic mail as an attached file (e.g., pdf), or by any other electronic means (e.g., DocuSign) shall be acceptable to bind the Parties and shall not in any way affect this MOU's validity.

WITH INTENT TO BE BOUND, Charter Partner and Oakland Enrolls, by signature of their authorized representatives, have executed this MOU as of the Effective Date.

Accepted and agreed to by: [CHARTER PARTNER]

Accepted and agreed to by: Oakland Enrolls

Signature: _____

Signature:

Name: _____

Name: Kimi Kean

Title: _____

Title: Chief Executive Officer

Date: _____

Date: 6/6/2025

APPENDIX A:

CONFIRMATION OF COMMITMENTS & SERVICES FOR
JULY 1, 2025 THROUGH JUNE 30, 2026S

Charter Partner will purchase:	Brief Description	Cost Per School
Baseline Services		
✓ Yes	Common charter application with modules: application, communication, lottery, and waitlist. Fee includes licensing, enhancements, administration, and translation costs. Oakland Enrolls Support Services: Operations Support, Access to Family Support, Advocacy, Political, & Communications Support, Marketing & Recruitment Support, Data & Analysis, Network Benefits, Community Outreach, Oakland Enrolls Council Membership.	$13,000 per school

	# Schools		TOTAL COST	

Accepted and agreed to by: [CHARTER PARTNER]

Signature: _____

Name: _____

Title: _____

Date: _____

APPENDIX B:

<u>KEY SYSTEMS AND ORGANIZATION CONTACTS</u>

In the googleform provided below please review, update, and/or identify the key systems and contacts in your organization for each of the following roles. If a staff member serves multiple roles, please enter their name and contact information for each role.

Link to googleform:
https://docs.google.com/forms/d/1vPJjb51qMAeUZrw7U_oiJwxfr0xS6gQ2If7gEfviJ_Y/edit

APPENDIX C:

<u>POLICY REGARDING DATA SHARED UNDER THE MOU</u>

One of the purposes of the MOU is the sharing of information by Charter Partners with Oakland Enrolls to enable Oakland Enrolls to analyze enrollment data, in a manner that is consistent with the Family Education Records Privacy Act of 1974 ("FERPA"), in order to develop reports regarding application, offer, and acceptance patterns. Oakland Enrolls agrees to abide by the following policies with respect to certain data shared with it under the MOU.

1. In the performance of its services under the MOU, Oakland Enrolls may have access to or receive "Confidential Information," which shall include: (i) student data comprised of (a) directory information, or (b) aggregate and individual level student information, including information that identifies or could reasonably be used to identify a particular student; and (ii) school level data comprised of information or data not generally known to the public which identifies or could reasonably be used to identify a particular school. Confidential Information does not include any information that (x) is or becomes generally known or available by publication, commercial use or otherwise through no fault of each Party; (y) lawfully obtained by

each Party from a third party who has the right to make such disclosure; or (z) is released for publication by another Party in writing.

2. Oakland Enrolls will exercise at least the same degree of care with respect to Confidential Information that it uses with its own data and confidential information, but in no event less than reasonable care, to protect the Confidential Information from unauthorized use or disclosure. For example, Oakland Enrolls agrees to limit internal distribution of Confidential Information only to its employees and agents who have a need to know, and to take reasonable steps to ensure that the dissemination is so limited.

3. When transmitting Confidential Information, Oakland Enrolls will take reasonable steps to ensure that the following things are done:
   a. Confidential Information is encrypted prior to transmitting it electronically.
   b. Descriptions of the Confidential Information are not included with passwords.
   c. Physical copies of Confidential Information are secure under lock and key, or that other sufficient physical access control measures are in place to prevent unauthorized access.
   d. Confidential Information stored on portable or removable electronic media, such electronic CDs, DVDs, or flash drives, is encrypted and that such media is stored under lock and key or in another controlled manner to prevent unauthorized access.
   e. That workstations and laptops are password protected and that enabling screen locks are activated.

4. Within five business days of becoming aware of an unauthorized use or disclosure of Confidential Information, Oakland Enrolls shall promptly provide an impacted Charter Partner with notice of the unauthorized use or disclosure. In the event of an unauthorized use or disclosure, Oakland Enrolls shall cooperate with a remediation that Charter Partner reasonably determines is necessary to fulfill any reporting obligations required by law and to mitigate any effects of such unauthorized use of disclosure of the Confidential Information, including measures necessary to restore good will with teachers, students, or other stakeholders.

APPENDIX D:

ROLES AND RESPONSIBILITIES

Purpose: Provide guidance on primary and secondary responsibilities around key Oakland Enrolls common charter application activities throughout the school year.

	OAKLAND ENROLLS	PARTICIPATING SCHOOLS	SOFTWARE VENDOR
GATHER INFO FOR APPLICATION, LOTTERIES	primary	secondary	
CONFIRM LOTTERY PREFERENCES	secondary	primary	
BUILD APPLICATION	secondary		primary
MANAGE APPLICATION, PROVIDE TRANSLATIONS, PROVIDE MESSAGING	primary	secondary	
DATA CLEAN UP: DUPLICATES (NO DATA SHARED WITH ANY PARTY ASIDE FROM SCHOOL OR APPLYING FAMILY)**	only (On-Time)	only (Late)	
SUPPORT LOTTERY SETUP	secondary		primary
CONFIRM/APPROVE LOTTERY SETUP		only	
RUN LOTTERY		only	
BUILD REGISTRATION PACKETS		primary	secondary
SETUP ONLINE REGISTRATION		primary	secondary
MANAGE ONLINE REGISTRATION		primary	secondary
ONGOING OPERATIONS SUPPORT	primary		primary
PRODUCT USER TRAINING	primary		secondary
SCHOOLFINDER UPDATES	secondary*	primary	
OUTREACH: SCHOOL-SPECIFIC		only	
OUTREACH: GENERAL PROCESS	primary	secondary	
COLLECTIVE MARKETING	primary	secondary	
DATA: INTERNAL USE FOR SCHOOL PARTNERS	primary	secondary	
POWER OF CHOICE DATA: EXTERNAL FOR MARKETING	only		

Primary – main party responsible for ensuring completion of the task

Secondary – support the main party with technical support, guidance, implementation support, and/or feedback
Only – sole party responsible for the task
* Oakland Enrolls makes bulk updates to the school finder around key dates and data, schools are responsible for school profile maintenance
** Oakland Enrolls only does Data Cleanup during the On-Time enrollment period

APPENDIX E:

OAKLAND ENROLLS CORE SERVICES 2025 - 2026

Purpose: Describe Oakland Enrolls' nine service areas in more detail. All Charter Partners benefit from the core services.

Oakland Enrolls Core Services 2025 - 2026 | *$13,000 per school*
1. Software Vendor Management & Administration   - Common application, lottery and waitlist   - Oakland Enrolls School Finder   - Oakland Enrolls Administration
2. Operations   - Set up, testing, & management of the common charter application & lottery   - Operations Scorecard   - Operations Resources: guides, calendar, newsletter   - *1:1 lottery preparation meeting and support   - *In-progress application reminders to families   - Managing school admins user access   - Standard automatic messaging   - Support with troubleshooting, lottery setup, and registration with vendor
3. School Application Data & Analysis   - SchoolMint school data dashboard access   - Ad hoc data pulls for aggregate student information   - *OE will correct On Time & Late duplicate applications   - *Unconfirmed address application cleanup   - *Data for schools undergoing charter renewal process by request
4. Collective Marketing (NEW)   - Fresh look and feel for Oakland Enrolls ie new brand identity, updated website, photography   - New framework for Oakland Enrolls digital media ie website, blogs, social media   - Collective Marketing including monthly blogs and weekly social media to highlight opportunities across charter schools: TK, academics, college access, SPED, sports, etc   - Leveraging earned media for school partners   - Oakland Enrolls Charter School Choice Fair participation

- Website language for On-Time & Late application period
- Oakland Enrolls events calendar access
- Year-Round Community Outreach & Marketing ie Head Start, community partners
- *Outreach/marketing/communications tips & best practices

5. Training & Capacity Development (NEW)
- Provide regular in person/virtual training on enrollment, platform, communications and recruitment. Regular office hours and on differentiated site coaching .
Sample Topics:
- *SchoolMint Legacy Admin Bootcamp*:. A (re)introduction to navigating SchoolMint Legacy, managing applications, completing quality checks, running reports, sending communications and supporting families with applications
- *Schoolmint Legacy Data Tools*: An overview of SchoolMint's data tools, strategies for using data to inform and strengthen your enrollment efforts
- *Schoolmint Legacy Lottery Preparation and Post-Lottery Application Management*: A step-by-step guide to preparing for your lottery including pre-lottery tasks, setting available seats, running the lottery, sending communications and managing post-lottery applications
- *Data & Marketing* i.e. establishing feedback loops with your families, building family, staff and student ambassadors for your schools, branding and marketing strategies for your school and readying your events for earned media.
- *Building Community, Collaboration & Harvesting Collective Wisdom* ie best practice shares for OE schools and school marketing/enrollment consultancies

6. Advocacy Support
- Develop and distribute power of data reports citywide (partners and OE email list)
- C3 voter awareness emails to all OE contacts

7. Family Support
- Part-time year-round access to multilingual application support for families by phone, text, and email
- Newcomer student concierge enrollment service

8. Network Benefits
- Network in a collaborative network that includes nearly 100% of Oakland charters
- Contribute to a system striving for equitable family access in enrollment practices
- Collaboration and collective support in face of dynamic enrollment environment
- Reap the benefits of a system maintained by an organization focused on enrollment, with institutional knowledge, and a focus on continuous improvement

9. Oakland Enrolls Council Membership
- Decision making input
- Quarterly meetings including network-wide enrollment updates