Oakland Military Institute, College Preparatory Academy

Regular Board Meeting

Published on August 25, 2025 at 3:38 PM PDT

Date and Time

Thursday August 28, 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 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.			3 m
D.	Ordering of the Agenda			
III.	**Approval of Consent Items**			**4:03 PM**
A.	Minutes of June 25, 2025 Board Meeting	Approve Minutes	Carlos Rodriguez	1 m
B.	Personnel Report		Kathryn Wong	5 m
C.	New Contracts		CMSgt (CA) Thomas James	10 m

		Purpose	Presenter	Time
IV.	**Cadet Commander Report**			**4:19 PM**
A.	Cadet Commander's Report			
V.	**Superintendent's Update**			

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

- Invitation to the OUSD Board of Directors for OMI Visit
- Edtec Charter renewal CAASPP and ELPAC analysis
- Introduction of Special Education Administrator

VI.	**Action Items**			**4:19 PM**
A.	Approve SACS Unaudited Actuals Report		Jessika Welcome	5 m
VII.	**Information/Discussion Items**			**4:24 PM**
A.	Financial Update + CD Contribution		Jessika Welcome	5 m
B.	Governance Calendar		Mary Streshly	3 m
C.	Summer School 2025 Outcomes	FYI	Jonathan Pike	5 m
D.	Conversion, Camp, and Enrollment Summary		CMSgt (CA) Thomas James	5 m
E.	Math and Literacy Plan Overview		Jonathan Pike	15 m
VIII.	**Board Member Comments**			
IX.	**Closing Items**			**4:57 PM**
A.	Adjourn Meeting	Discuss	Jerry Brown	1 m

Coversheet

Minutes of June 25, 2025 Board Meeting

Section: III. Approval of Consent Items
Item: A. Minutes of June 25, 2025 Board Meeting
Purpose: Approve Minutes
Submitted by: Carlos Rodriguez
Related Material: Minutes for Regular Board Meeting on June 25, 2025

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on June 25, 2025.

RECOMMENDATION:

The OMI Board of Directors approves the attached minutes for the Regular Board Meeting held on June 25, 2025.

APPROVED

Oakland Military Institute, College Preparatory Academy

Minutes

Regular Board Meeting

Date and Time
Wednesday June 25, 2025 at 4:00 PM

Location
B- Side of OMI Campus (B104)

3877 Lusk St., Oakland, CA 94608

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

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

Directors Present
A. Campbell Washington, B. Cross, D. Clisham, J. Brown, J. Wire, M. Mares, S. Bryce

Directors Absent
None

Guests Present
8 other participants, C. Rodriguez, J. Pike, J. Welcome, M. Streshly (remote), S. Lipsey

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

J. Brown called a meeting of the board of directors of Oakland Military Institute, College Preparatory Academy to order on Wednesday Jun 25, 2025 at 4:06 PM.

C. Public Comment

There were no public comments at this board meeting.

D. Ordering of the Agenda

J. Wire made a motion to keep the agenda in the order presented at the beginning of the board meeting.
M. Mares seconded the motion.
The board **VOTED** to approve the motion.

II. Approval of Consent Items

A. Minutes of May 29, 2025 Regular Meeting

D. Clisham made a motion to approve the minutes from Regular Board Meeting on 05-29-25.
J. Wire seconded the motion.
The board **VOTED** to approve the motion.

B. Minutes of June 12, 2025 Regular Meeting

D. Clisham made a motion to approve the minutes of June 12, 2025 Regular Meeting.
J. Wire seconded the motion.
The board **VOTED** to approve the motion.

C. Personnel Report

D. Clisham made a motion to approve the personnel report.
J. Wire seconded the motion.
Mr. Wire gave praise to the OMI staff for adding the specific positions and their FTE equivalents on the personnel report because it gave the Board of Directors an easier time to identify what positions are still vacant.
The board **VOTED** to approve the motion.

D. New Contracts

D. Clisham made a motion to approve the new contracts.
J. Wire seconded the motion.

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

E. After School Education and Safety Plan (ASES)

D. Clisham made a motion to approve the After School Education and Safety Plan (ASES).
J. Wire seconded the motion.
The board **VOTED** to approve the motion.

F. Restricted Fund Plans/ Prop 28 Annual Report

D. Clisham made a motion to approve the restricted fund plans/ Prop 28 Annual Report.
J. Wire seconded the motion.
The board **VOTED** to approve the motion.

G. Williams Act Curriculum List

D. Clisham made a motion to approve the Williams Act Curriculum List.
J. Wire seconded the motion.
The board **VOTED** to approve the motion.

H. Approve the removal and disposal of out of adoption textbooks and unusable instructional materials

D. Clisham made a motion to approve the removal and disposal of out of adoption textbooks and unusable instructional materials.
J. Wire seconded the motion.
The board **VOTED** to approve the motion.

I. SB740 Application

D. Clisham made a motion to approve the SB740 application.
J. Wire seconded the motion.
Jessika explained to the Board of Directors that this was for the reimbursement of the portables.
The board **VOTED** to approve the motion.

J. School Linked Partnership and Capacity Grant (ACOE)

D. Clisham made a motion to approve the School Linked Partnership and Capacity Grant from ACOE.
J. Wire seconded the motion.
The board **VOTED** to approve the motion.

III. Action Items

A. Approve Local Control Accountability Plan (LCAP)

D. Clisham made a motion to approve the 2025-2026 LCAP.

J. Wire seconded the motion.
Mr. Mares asked that the date of the charter renewal be changed in the LCAP from 2028 to 2027.
The board **VOTED** to approve the motion.

B. Approve 2025-2026 OMI Budget

J. Wire made a motion to approve the 2025-2026 OMI School Budget.
S. Bryce seconded the motion.
BG Cross asked Jessika about the impact of the CharterSAFE insurance in the OMI Budget. She explained that around $40,000 would be added to the budget in the cost category for insurance.

Mr. Mares asked about the increased cost to the books and supplies in 2027-2028. Jessika mentioned that some of the multiyear contracts with book vendors would be expiring so OMI would need to continue or find new contracts.
The board **VOTED** to approve the motion.

C. Approve CharterSAFE Insurance/JPA MOU

J. Wire made a motion to approve the CharterSAFE MOU agreement.
M. Mares seconded the motion.
CMSgt James explained that OMI accepting the insurances services for two years would be beneficial to OMI because of the added protections that are being offered. In the event of a natural disaster, CharterSAFE would have the coverage for OMI to relocate and keep the school open.

The amount of payroll might have been slightly different in the two applications (CharterSAFE and Interwest) so the numbers quoted were different. The payroll estimates true themselves up after either being overestimated or underestimated.
The board **VOTED** to approve the motion.

D. Approval of Instructional Continuity Plan Addition to Comprehensive School Safety Plan

M. Mares made a motion to approve the Instructional Continuity Plan Addition to Comprehensive School Safety Plan.
S. Bryce seconded the motion.
This will be added to the cadet handbook as well as OMI's accountability section on the website. This is letting everyone know that OMI will find a way to continue operation in the event that there is a natural disaster.
The board **VOTED** to approve the motion.

E. Approve 2025-2026 Cadet Handbook

M. Mares made a motion to approve the 2025-2026 Cadet Handbook.

J. Wire seconded the motion.
The cadet handbook was minimized in size from around 90 pages to 27 per the direction of the Board of Directors.

Mr. Mares mentioned that he thinks that OMI should focus on one of these two tests- ACT and SAT testing. He would prefer that OMI stick with the SAT. Mr. Wire explained that he thins that only having one option for the college tests would be harder on some individuals.

It was determined after a couple minutes of discussion that the handbook should be left as presented at the time of the board meeting and OMI staff can always bring it back to modify the language.
The board **VOTED** to approve the motion.

F. Approve 2025-2026 Board Meeting Dates

J. Wire made a motion to Approve 2025-2026 Board Meeting Dates.
M. Mares seconded the motion.
The board **VOTED** to approve the motion.

G. Approve Salary Schedule for 2025-2026

M. Mares made a motion to Approve Salary Schedule for 2025-2026.
J. Wire seconded the motion.
Mr. Mares mentioned that the athletic director has a lot on their plate throughout the school year so he urged the OMI administration and Jessika to take a look at increasing the athletic director stipend.

Mr. Mares also asked about the CACC stipend. CMSgt James explained that a year or so ago he modified how someone received the stipend. Either the person worked CACC events or went to four different Saturday School sessions to earn the entire amount of the stipend.
The board **VOTED** to approve the motion.

H. Approve Superintendent's Contract Approval Limit Policy Revision

J. Wire made a motion to Approve Superintendent's Contract Approval Limit Policy Revision.
M. Mares seconded the motion.
The board **VOTED** to approve the motion.

I. Approve the Consolidated Application FY26

J. Wire made a motion to Approve the Consolidated Application FY26.
S. Bryce seconded the motion.
This is the application for title funding and is done every year. Title 1-4

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

IV. Superintendent's Update

A. Superintendent's Update

CMSgt Thomas James gave the Superintendent's Update in place of Dr. Streshly....

Good news, 175 enrolled, Friday 180 with 6th graders 5x coming in.

6 admin staff helped to get the information to the finish line

In a perfect world 563 enrolled at the beginning of the year.

Oakland Enrolls merged with Families in Action and we have to proceed with this. Reports will be giving to board periodically

Schoolmint is back for us so we are more comfortable using that platform instead of the Avela platform.

Guard Deployment: 7 members are activated down from 9 a week or so ago. through the chain of command, hopefully those staff members will be released for exemption purposes due to the job that they had.

BG Cross helped get DCA cadre members to help withe the OMI Entrance Camp.

Governor Brown asked CMSgt James to send the board an email to compare last year vs this year camp statistics.

V. Information/Discussion Items

A. 2025 Annual Vendor Contract List

This is the vendor list for the 2025-2026 school year. This list is ever changing and is subject to change.

B. Education Protection Account Expenditure Summary

Jessika Welcome explained that this is an expenditure summary for the Education Protection Account.

This is a component of the LCFF funding, and we do this every year. This is mostly going to be directed to the teacher salaries.

VI. Board Member Comments

A. Board Member Comments

There were no board member comments at this board meeting.

VII. Closing Items

A. Adjourn Meeting

D. Clisham made a motion to adjourn the meeting.
S. Bryce 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 5:15 PM.

Respectfully Submitted,
J. Brown

Coversheet

Personnel Report

Section: III. Approval of Consent Items
Item: B. Personnel Report
Purpose:
Submitted by: Kathryn Wong
Related Material: Military Staff Staff Changes 8-28-2025 BM.pdf
Civilian Staff Changes August 28, 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 June 25, 2025.

RECOMMENDATION:

The Superintendent and the Human Resources Manager recommend that the OMI Board approve the personnel report in the attached document.

Oakland Military Institute (OMI) College Preparatory Academy School Military Staff as of May 1, 2025 - June 1, 2025

New Hire:			FTE	Start Date / Separation Date:
Last Name	First Name	Job Title Description		
Mortera	Aaron	Support Specialist		8/13/2025
Return from Military Furlough:				
Last Name	First Name	Job Title Description		
Fernandez	Rogie	Support specialist		8/8/25
Palmer	Robin	Support specialist		8/8/25
Ramirez	Margarita	Assistant support NCO		8/8/25
Schlater	Jesse	TAC NCO		8/11/25
Traver	Michael	Cadre supervisor		8/8/25
Yin	Alexander	Operations & Security		8/11/25
Military Furlough:				
Last Name	First Name	Job Title Description		
Promotion:				
Last Name	First Name	Job Title Description		
Separations:				
Last Name	First Name	Job Title Description		

Oakland Military Institute (OMI) College Preparatory Academy School Staff as of August 28, 2025

New Hire:				
Last Name	**First Name**	**Job Title Description**	**FTE**	**Start Date / Separation Date:**
Alex	Orion	Math Tutor	0.49	8/7/2025
Blevins	William	SPED Teacher	1	8/7/2025
Burns	Michael	Music Teacher	0.8	8/1/2025
Carter	Patrick	Math Tutor	0.49	8/7/2025
Chen Chen	Agustin	Math Tutor	0.49	8/7/2025
Estrella	Hector	Math Tutor	1	8/4/2025
Fanny	Nasrani	ASP Aide	0.49	8/7/22025
Fu	James	Math Tutor	1	8/4/22025
Hayes	Christopher	Math Teacher	1	8/1/2025
Hempfling	Ava	Math Tutor	0.49	8/7/2025
Le	Tommy	SPED Aide	1	8/1/2025
Lopez	Nancy	Bilingual Aide	1	8/1/2025
Manriquez	Iris	Math Tutor	1	8/4/2025
Nguyen	Austin	Math Tutor	1	8/4/2025
Nielsen	Christopher	Middle School Math Teacher	1	8/1/2025
Serrano	Yahir	Math Tutor	1	8/4/2025
Simoncini	Francisco	Middle School Math Teacher	1	8/1/2025
Sutton	Jordan	SPED Teacher	1	8/1/2025
Texeira	Zandra	Special Education Coordinator	1	7/14/2025
White	Caelin	Art Teacher	0.8	8/1/2025
Xiong	Susan	SPED Aide	1	8/7/2025
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:
Lopez	Nancy	Bilingual Aide	1	8/22/2025
Teacher/Staff Vacancies:				
		Bilingual Aide	1	
		MS Science Teacher	1	
		Education Specialist	1	
		SPED Aide	1	
		School Psychologist/Mental Health	1	

Coversheet

New Contracts

Section: III. Approval of Consent Items
Item: C. New Contracts
Purpose:
Submitted by: CMSgt (CA) Thomas James
Related Material:
base_alameda_PIE_OMI_executed MOU.pdf
OMI & CORE Districts Amendment 2 for 25-26 .pdf
SVMI Agreement (1).pdf
Reach University MOU (1).pdf
Proposal Aug-Dec 2025 OMI Academy - Lauren Greenberg Literacy Coach.pdf

BACKGROUND:

In accordance with the recent fiscal policy approval regarding the superintendent's contract approval authority expansion of "up to $100,000" during the June 25, 2025, board meeting, the OMI Board of Directors must approve all contracts for services over $100,000 and ratify contracts under $100,000.

Attached you will find:

Contract #1: SVMI

Contract #2: PIE MOU

Contract #3: Lauren Greenberg Ind Con

Contract #4: CORE Districts

Contract #5: Reach University MOU

Contract #6:

Contract #7:

RECOMMENDATION:

The Superintendent recommends the OMI Board of Directors approve the attached open contracts with the potential of reaching or exceeding $100,000 during the time period of July 1, 2025- June 30, 2026, and ratify open contracts authorized by the superintendent under $100,000.

MEMORANDUM OF AGREEMENT

BETWEEN

THE UNITED STATES COAST GUARD

AND

THE OAKLAND MILITARY INSTITUTE

REGARDING USE OF FACILITIES TO PERFORM PHYSICAL FITNESS ACTIVITIES

1. **PARTIES.** The parties to this Agreement are the United States Coast Guard and the Oakland Military Institute, located in Oakland, California.

2. **AUTHORITY.** Coast Guard Civil Rights Manual, COMDTINST M5350.4E, Chapter 4 (Establishing policy for implementing the National Partnership in Education Program).

3. **PURPOSE.** The purpose of this Agreement is to set forth terms of mutual cooperation by which the *OAKLAND MILITARY INSTITUTE* will partner with the *UNITED STATES COAST GUARD* (herein referred to as *COAST GUARD*) to fulfill the educational and physical fitness needs of its student body while introducing the cadets to *COAST GUARD* missions, members and opportunities for military service.

4. **BACKGROUND.** The OAKLAND MILITARY INSTITUTE (OMI) is a public college preparatory academy founded in 2001 by then Oakland Mayor Jerry Brown and funded by the State of California. The Mission of *OMI* is to provide a structured and rigorous academic program where cadets develop as leaders, scholars, critical thinkers and citizens. Through a military framework, the school inspires honor and pride within its cadets, cultivating life-long respect, confidence, physical fitness, wellness and appreciation for others. Upon graduation, cadets will have completed the A-G requirements for admission to the Cal-State and University of California College school systems as well as top private and public universities nation-wide. One of the tenets of *OMI* is to help its cadets achieve a maximum level of personal fitness and wellness. Aquatics instruction is an integral part of second physical education courses. Unfortunately, *OMI* does not own a swimming pool at which to teach cadets to swim, nor does it have any sports or recreational facilities such as an indoor sports court to facilitate its interscholastic sporting competitions (e.g., volleyball, basketball). Another tenet of *OMI* is the development of leadership in its cadets. Formal classroom and field leadership training and exercises are part of the curriculum of the school. *OMI* desires to provide its cadets with opportunities to visit and conduct leadership training aboard military bases with the support of military personnel and base resources.

all of their employees, agents, contractors and members as additional insureds, and shall indemnify and hold harmless the United States, the United States Coast Guard, their employees, agents, contractors and members from all losses of whatever nature arising from the activities contemplated in this Agreement; and shall obtain and provide to the *COAST GUARD* written releases and liability waivers to the same effect from the parent or legal guardian of each *OMI* cadet before allowing that cadet to engage in the activities contemplated by this Agreement.

b. *COAST GUARD*:

1. Shall determine the times and dates available for *OAKLAND MILITARY INSTITUTE's* utilization of Base Alameda's facilities and provide details of such availability.
2. Shall designate a point of contact(s) for scheduling *OAKLAND MILITARY INSTITUTE's* base access and utilization of Base Alameda's facilities.
3. Shall designate a qualified Partnership In Education representative onboard Base Alameda to log and oversee activities conducted by the *Oakland Military Institute.*
4. Shall minimize the potential risks to human life and property by providing *COAST GUARD* representative to disseminate information regarding *COAST GUARD* emergency procedures (EMS, earthquake, other natural disasters).
5. Shall notify *OAKLAND MILITARY INSTITUTE's* designated point of contact of facility closures or periods of unavailability at the earliest time reasonably practicable.
6. Shall provide, at its sole discretion, volunteer Coast Guardsmen to serve as assistant instructors, chaperones, and additional safety observers when requested by *OAKLAND MILITARY INSTITUTE*, as available, and subject to Coast Guard mission commitments.
7. Shall put forth its best efforts to collaborate *with OAKLAND MILITARY INSTITUTE* to develop a productive Partnership in Education program that is beneficial to the student body, the *COAST GUARD* and the local community as a whole.

6. **POINTS OF CONTACT.**

a. *COAST GUARD*
CAPT William B. Winburn – Base Alameda Commanding Officer
Phone: (510) 437-3173
E-mail: William.B.Winburn@uscg.mil
CG Base Alameda, Bldg 21
Coast Guard Island Alameda, CA 94501

written Agreement of the Parties. Either Party upon thirty (30) days written notice may terminate this Agreement.

12. **APPROVED BY:**

UNITED STATES COAST GUARD	OAKLAND MILITARY INSTITUTE
Date:	Date:
WINBURN.WILLIAM.BRIAN.1133750122 Digitally signed by WINBURN.WILLIAM.BRIAN.1133750122 Date: 2025.08.07 09:26:34 -07'00'	
William B. Winburn, CAPT, USCG Commanding Officer Base Alameda	Mary Streshly, Dr Superintendent Oakland Military Institute

Amendment 2

The purpose of this amendment is to extend the existing contract between CORE Districts and the [Oakland Military Institute] for one additional school year. The amendment pertains to the Agreement for Scheduled Services- CORE Data Collaborative (hereafter referred to as the Agreement) dated [July 1, 2023]. This amendment is dated [August 13, 2025].

Both parties agree to the following amendments to the Agreement:

- The term of the Scheduled Services Agreement is amended to the end of June 30, 2026 instead of June 30, 2025.
- The maximum fee is amended to be [$5,486] instead of [$2,018]; with the addition of one contract year with a maximum fee of [$3,468] annually.
    - $3,468 annual fee for 25-26 includes:
        - $2,468 for Data Collaborative membership and
        - $1,000 for College Roadmap reports

IN WITNESS WHEREOF, the undersigned hereby acknowledge that they have read and fully understand the foregoing Agreement and further, that they agree to each of the terms and conditions contained herein.

CLIENT:

_____

[Mary Streshly]
[Oakland Military Institute]

CORE DISTRICTS:

_____

Rick Miller, Chief Executive Officer

Services the PEA/LEA is participating in:	Service and Description	Client Fee Structure **$2500 base fee (for LEA) plus**

☑ **YES**
☐ **NO**
	Insights Dashboard and Additional Strategic Analytics
	
	Annual Multi-Metric School and LEA Data Dashboards with Performance Benchmarked against Peers across California: A comprehensive, multi-metric dashboard of results at the school and LEA levels, including the follow results for each indicator, will be provided each school year –
	• Most recent annual performance
	• Historic performance and trends over time, where data are available
	• Index level, where available (on a scale from 1 to 10 based upon baseline performance across the CORE Districts)
	• Comparison with the LEA results (for school level reports)
	• Comparison with the Partnering Education Level
	• Comparison with the CORE Data Collaborative Network
	• Subgroup performance for all of the major subgroups (e.g., English Learners, Racial/Ethnic Subgroups, Students with Disabilities, Socio-Economically Disadvantaged Youth, Foster Youth, Homeless Youth) where data are available
	  • **Included metrics:** Academic Achievement, Academic Growth, High School Readiness, Graduation, Chronic Absence, Suspension Rates, A-G Graduation
	  • **Access to additional metrics as they become available:** The data collaborative may begin to produce additional metrics (e.g., a college readiness indicator); if the education provides the underlying ingredients for such data, results will be
		PEA Level:
		
		$28,000 + $0.28 per student in the data system proportionally divided between participating charter schools in the Oakland Charter Collaborative.
		
		Lighthouse: $7,435
		EFC: $14,753
		Bay Area Tech: $2,473
		East Bay Innovation $2,460
		Oakland Military Inst. $2,468
		
		LEA Level:
		
		• $5,000/year for 2,500 or less students
		• $7,500/year for 2,501 to 25,000
		• $15,000/year for 25,000 to 50,000
		• $20,000/year for greater than 50,000

	provided back to the education agency at no additional charge ● **Optional metrics** (if collected and provided to CORE Districts)**:** Social Emotional Skills, Student/Staff/Family Climate Surveys based upon the CORE District surveys ● **Dynamic Reporting and Opportunities for Deeper Analysis using the CORE Insights platform:** Based upon the users and user rights provided by the client, educators will have access to view and analyze reports and data in the CORE Insights platform. ● **Strategic Analytics by our Partners PACE:** In partnership with PACE and in consultation with participating education agencies, CORE will conduct strategic analytics to explore patterns, identify trends, develop additional indicators, and identify outlier schools that can potentially serve as exemplars. Findings will be shared with all members of the CORE Data Collaborative.	
☑ **YES** ☐ **NO**	**<u>College Roadmap</u>** A Student/Parent reporting tool on student progress toward graduating from high school having met the University of California A-G requirements, and probability for success in a four-year institute of higher education.	● First 99 students = $1,000 ● 100 to 499 = $3,000 ● 500-999 = $4,500 ● 1,000 to 5,000 = $9,000 ● Next 15,000 students ○ $0.40 per report per student (e.g. $0.80 per student for a Fall and Spring report) ● Any additional students ○ $0.33 per report per student (e.g. $0.66 per student for a Fall and Spring report)

SERVICE AGREEMENT

Between

Oakland Military Institute College Preparatory Academy (OMI)
and
The Silicon Valley Mathematics Initiative, LLC

This document is to serve as an Agreement between the Oakland Military Institute College Preparatory Academy (OMI) and The Silicon Valley Mathematics Initiative, LLC (SVMI). The effective date of this Agreement shall be July 18, 2025. This Agreement may be extended upon mutual written agreement of the parties.

1. Service Deliverables

Part 1: Professional Learning (PL) Sessions for Mathematics Teachers

SVMI will provide 1 facilitator/coach for 3 full days (more than 3 hours and up to 6 hours) of in-person professional learning (PL) sessions for OMI teachers. This PL will focus on tools, resources, and routines anchored in building and sustaining a mathematically powerful classroom using Math Talks, Math Language Routines, and non-routine problems like the MAC/MARS performance tasks.

Dates: August 5, 2025, October 27, 2025, and March 3, 2026

Part 2: Coaching Cycles for 2 Middle School Teachers and 1 High School Teacher

SVMI will provide 1 facilitator/coach for 12 days of in-person coaching for 2 middle school teachers and 1 high school teacher to support their implementation of instructional routines designed to deepen student understanding of mathematics through discourse and problem solving to increase both engagement and participation.

Dates: TBD

Part 3: Department Data Collaboration & Review

SVMI will provide 1 facilitator/coach for 6 monthly sessions (Sept, Oct, Nov/Dec, Jan, Feb, Mar) from 2 to 4pm during Wednesday Collaboration Days to review data and determine next step lessons in response to trends in student data and work.

Dates: TBD, but will be attached to 6 of the 12 dates from Part #2

Part 4: Support for New Cadre of Math Tutors

SVMI will provide 1 facilitator/coach for two 90-minute virtual PL sessions that will be a repeat of each other for OMI's Cadre of Math Tutors. The PL will focus on questioning strategies to support students with deepening their understanding versus focusing exclusively on arriving at the right answer during small group support and one-on-one tutoring.

Timeline: TBD

2. Funding and Payment

Oakland Military Institute College Preparatory Academy shall pay SVMI, LLC up to **$32,300** for the services outlined above.

Part 1: $**5,700, Professional Learning (PL) Sessions for All Mathematics Teachers**

- 3 full days (more than 3 hours, but up to 6 hours) x $1900 x 1 facilitator/coach

Part 2: $22,800, Coaching Cycles for 2 Middle School Teachers & 1 High School Teacher

- 12 full days (more than 3 hours, but up to 6 hours) x $1900 x 1 facilitator/coach

Part 3: $2,850, Department Data Collaboration & Review

- 6 two-hour in-person sessions x $475 x 1 facilitator/coach

Part 4: $950, Support for New Cadre of Math Tutors

- 2 90-minute virtual sessions x $475 x 1 facilitator/coach

As part of this MOU, SVMI, LLC shall invoice Oakland Military Institute College Preparatory Academy (OMI) monthly for coaching and PL services as provided.

This MOU includes the development, design, and delivery of the professional learning sessions. However, it does not include the cost of handouts and PL materials.

3. Indemnification

Oakland Military Institute College Preparatory Academy (OMI) and SVMI, LLC mutually agree to indemnify and to hold harmless the other party from damage to persons or property resulting from any act or omission on the part of each party, its employees, agents, or officers.

4. Termination

Either Oakland Military Institute College Preparatory Academy (OMI) or SVMI may terminate this Agreement by giving thirty (30) days written notice to the other party. Emerson Elementary School in Oakland Military Institute College Preparatory Academy (OMI) shall reimburse SVMI for acceptable and allowable work performed under this Contract, and for all non-cancelable obligations made in connection with such work, through the date of termination.

5. Entire Agreement

This Consulting Agreement and the Attachment hereto constitutes the entire agreement of the parties concerning the services described herein.

IN WITNESS WHEREOF, the parties have executed this Service Agreement as of the effective date referenced above.

Oakland Military Institute College Preparatory Academy (OMI)
3877 Lusk Street
Oakland, CA 94608

Silicon Valley Mathematics Initiative, LLC
6908 Santa Teresa Blvd., Suite #100
San Jose, CA 95119

By: _____

By: Cecilio Dimas

Name: _____

Name: Cecilio Dimas

Title: _____

Title: Executive Director

Date: _____

Date: July 18, 2025

Cecilio Dimas
Executive Director
(408) 909-7864
cdimas@svmimac.org

Reach University
Employer Partnership Memorandum Of Understanding

Local Education Agency: Oakland Military Institute

Date: 8/20/2025 | 12:21 PM PDT

Reach University is accredited by the WASC Senior College and University Commission. Alternatives in Action is accredited by the California Commission on Teacher Credentialing. Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California.

Learn more at reach.edu

1. Parties, Recitals & Purpose

This Memorandum of Understanding ("Agreement") is entered into on the date listed above between the entity named above ("Local Education Agency") and Reach University ("Reach University") (together, the "Parties") for the purpose of jointly exercising their respective powers.

The purpose of this Agreement is to address the Local Education Agency's workforce needs and provide opportunities for Reach University candidates to complete the job-embedded undergraduate degree program, Bachelor of Arts in Liberal Studies. This Agreement includes any attached addenda, which shall be incorporated by reference and considered part of this Agreement.

In consideration of the mutual promises contained in this Agreement, the Parties agree as follows:

2. Definitions

- Primary Employer Partnership Contact: The primary person responsible for communicating between the Local Education Agency and Reach University.
- Candidate: a candidate enrolled in an undergraduate degree program and/or teacher preparation program offered by Reach University.
- Partnership Advisory Committee: a system-level leadership and advisory group committee composed of a representative set of Superintendents or designees from partner Local Education Agencies
- Program: The undergraduate program offered by Reach University for paraprofessionals and other school employees, whose goal is to complete a bachelor's degree.

3. Program

At Reach University, we believe that your job should lead to a degree—not the other way around. We serve both working adults striving to reach their full potential and employers aiming to cultivate diverse local talent pipelines through apprenticeship degrees. Reach University is dedicated to best practices in higher education and is designed to both acknowledge and leverage the learning that working adults already engage in daily to inform and improve upon their craft.

Additional programs are outlined in the addendum attached to this Agreement.

3.1 Bachelor Of Arts In Liberal Studies (BLS) Degree Program

The program description herein reflects Reach University's program as of the effective date of this Agreement. For the most up-to-date version, please see reach.edu and info.reach.edu.

The B.A. in Liberal Studies is a rigorous, job-embedded undergraduate degree program for front-line employees. The program includes interactive class sessions held after work hours, one-on-one advisors, on-site mentors, and comprehensive college services, including financial aid, libraries, and technology support, all to ensure candidate success.

Candidates in our programs are required to engage in job-embedded learning for at least 15 hours per week in an academic environment. This job-embedded learning can arise from holding roles including but not limited to: paraeducators, teacher or classroom instructional aides, on-site tutors, teacher leaders, administrators (principals, vice principals, etc.), and school support functions.

Degree Earned: B.A. in Liberal Studies

Credential Earned: None

Program Duration: 2-4 years (depending on transfer credits)

Accepts Transfer Credit: Yes. 100% credit transfer from select programs.

For full program details, please visit reach.edu/programs.

4. *Partnership Responsibilities*

This section outlines the shared expectations and commitments between Reach University and the Local Education Agency to ensure the successful implementation of the Bachelor of Arts in Liberal Studies (BLS) program.

4.1 Initial Engagement & Onboarding

Local Education Agency Responsibilities

- Designate and notify key contacts, including but not limited to billing, site-level leads, and a program liaison ("Primary Employer Partnership Contact").
- Attend initial onboarding sessions to understand program operations, expectations, and shared responsibilities.

Reach University Responsibilities

- Assign and provide a dedicated point of contact to support onboarding and act as liaison for partnership management.
- Introduce Local Education Agency staff to Reach University systems, workflows, and operational tools.
- Develop and finalize tuition agreements and billing processes with the Local Education Agency.

4.2 Candidate Eligibility, Recruitment, & Admissions

Local Education Agency Responsibilities

- Verify that all candidates referred to Reach University:
    - Are employed by the Local Education Agency in roles supporting job-embedded learning.
    - Hold a high school diploma or equivalent.

    - Are U.S. citizens, legal permanent residents, or have valid work authorization.
    - Have successfully passed required background checks.
- Coordinate and participate in recruitment efforts with Reach University in order to refer prospective candidates to Reach University Programs. This includes, but is not limited to, the following collaborative recruitment strategies:
    - Providing a list of eligible prospective candidates and their contact information to Reach University at least once per recruitment cycle, including contact information.
    - Promoting Reach University Programs by posting/distributing flyers, sharing Program information via email, and informing employees about virtual Information Sessions presented by Reach University.
    - Hosting informational sessions for prospective candidates.
- Verify candidate employment during the admissions process and prior to the start of each academic term.
- Assign mentors for candidates, if applicable.

Reach University Responsibilities

- Provide the Local Education Agency with recruitment materials, program information, and info session invitations.
- Align outreach activities with the Local Education Agency's workforce needs.
- Assist and guide candidates through the application process, and coordinate employment verification at the time of admission.
- Provide tools and support for employment verification and job alignment.

Shared Responsibilities

- Both Parties will collaborate in planning and executing recruitment activities to ensure alignment with workforce needs and mutual accountability for candidate outcomes.

4.3 Job–Embedded Learning & Candidate Support

Local Education Agency Responsibilities

- Ensure that each candidate engages in job–embedded learning for a minimum of 15 hours per week in an academic environment. This may include roles such as paraeducator, instructional aide, tutor, teacher leader, administrator, or other school–based support staff.
- Notify Reach University if a candidate's role materially changes and may no longer meet the job–embedded learning requirements.
- Provide site–level support to candidates.
- Participate in periodic Reach University–hosted webinars and virtual updates to share feedback, receive program information, and support continuous improvement efforts.

Reach University Responsibilities

- Guide Local Education Agency staff on program expectations.

Shared Responsibilities

- Establish and maintain ongoing communication to address issues, resolve challenges, and support candidate success.
- Reach University and the Local Education Agency will collaborate in good faith to determine next steps, which may include transitioning the candidate to a qualifying role or pausing enrollment until eligibility is re–established.

4.4 Data Sharing & Program Feedback

Local Education Agency Responsibilities

- Participate in annual workforce outcome reporting, including sharing aggregate data on candidate roles, transitions, and retention.
- Complete an annual Employer Partner Survey and similar instruments to support program evaluation.
- If the Local Education Agency requires detailed information about candidate progress, academic standing, or related metrics, Reach University strongly encourages the Local Education Agency to establish clear agreements directly with its employees regarding such requirements. These agreements should ensure transparency for employees and align with applicable privacy and employment laws.

Reach University Responsibilities

- Share candidate information, as necessary for program administration and in compliance with our FERPA policy, state privacy laws, and institutional policies, to support collaborative recruitment efforts and promote candidate retention and success. Data may be shared proactively or upon request. See our FERPA policy here: info.reach.edu/support/family–educational–rights–and–privacy–act–ferpa–acknowledgement.
- Analyze and apply data gathered through surveys and reporting to inform program enhancements and continuous improvement.
- Issue invoices for agreed–upon tuition support once per term, typically in September and February.
- Provide assistance to the Local Education Agency regarding billing questions and adjustments as required.

5. Terms

5.1 Insurance

During the term of this Agreement, Reach University agrees to maintain insurance policies, including a standard comprehensive general liability insurance policy with the following coverage: $1 million general liability, $1 million personal injury, and $2 million general aggregate; and educator's legal liability of $1 million per occurrence and $2 million aggregate.

5.2 Term

This Agreement shall have an initial term of five (5) years from the effective date. Upon expiration of the initial term, the Agreement shall automatically renew for successive five (5) year terms unless and until terminated by either party in accordance with the termination provisions set forth in Section 5.3.

The Parties agree to review the terms of this Agreement at least once every five (5) years to assess continued alignment and effectiveness.

5.3 Termination

Except as otherwise provided, each party agrees to give six (6) months' written notice prior to terminating this Agreement and the program partnership. The Parties agree to make their best efforts to ensure enough time for candidates enrolled to graduate before the effective termination date.

5.4 Confidentiality

Candidate information will only be shared to provide the services outlined in this Agreement. Confidential candidate information, as defined by state and federal regulations, will only be disclosed to the Local Education Agency when necessary to carry out the tasks described here, in compliance with the law, and subject to a Non-Disclosure Agreement. The Parties also each agree to safeguard each other's confidential information learned in performing this Agreement.

5.5 Indemnification

To the extent allowed by law, the Local Education Agency agrees to indemnify, defend, and hold harmless Reach University from and against any claims by a candidate or other third party that arise from a candidate's employment or activity at the Local Education Agency site.

5.6 Non-Discrimination

Both Parties agree that participation in this program will not be limited on the basis of race, color, national origin, sex, disability, age, or any other protected category under federal or state law.

5.7 Force Majeure

Neither party shall be held liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any

term of this Agreement (except for payment obligations) when such failure or delay is caused by acts of God, natural disasters, pandemics, governmental orders or laws, labor disputes, power or internet failures, or any other cause beyond the reasonable control of the affected party. The affected party shall promptly notify the other party in writing of such force majeure event and make reasonable efforts to resume performance as soon as practicable.

5.8 Dispute Resolution

In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the Parties agree to first attempt to resolve the matter through good faith negotiations. If the dispute cannot be resolved through negotiation within thirty (30) days, the Parties agree to submit the matter to non–binding mediation conducted by a mutually agreed–upon mediator. If mediation does not resolve the dispute, the Parties may then pursue any remedies available at law or in equity.

5.9 Name & Likeness

No child's image or likeness will be used without explicit prior consent in accordance with the Local Education Agency's policies. Reach University will coordinate with the Local Education Agency to ensure full compliance with all applicable privacy regulations and parental consent requirements.

Reach University may take photographs and make audio or video recordings of Reach University candidates at Local Education Agency school sites for educational, licensure assessment, and training purposes. These recordings may include images of Reach University candidates, faculty, and staff, as well as general school site identification.

5.10 Severability

If any provision of this Agreement is determined to be invalid, illegal, or unenforceable, the remaining provisions shall remain in full force and effect.

5.11 Entire Agreement

This Agreement, including all incorporated addenda, constitutes the entire understanding between the Parties and supersedes all prior negotiations, representations, or agreements, whether written or oral, relating to the subject matter herein.

5.12 Amendments

This Agreement may only be amended, modified, or supplemented by a written document signed by authorized representatives of both Parties.

5.13 Assignment

Neither party may assign or transfer its rights or obligations under this Agreement without prior written consent of the other party.

6. Signatures

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document and engage in the activities outlined herein.

Reach University

Authorized Representative	Gene Lee
Title	
Work Phone	Work Phone
Email Address	glee@reach.edu
Signature	
Date	

Local Education Agency

The signature below must be completed by the representative who is authorized to sign on behalf of the Local Education Agency.

Local Education Agency	Oakland Military Institute
State	CA
Authorized Approver	Kathryn Wong
Title	Human Resoucres Manager
Work Phone	510.594.3946
Email Address	kwong@omiacademy.org
Signature	Signed by: Kathryn Wong 95DD7782F025450...
Date	8/20/2025 | 12:21 PM PDT

Reach University Employer Partnership Memorandum Of Understanding

Addendum: Graduate Programs (General)

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding ("Base Agreement") between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action, the current California Commission on Teacher Credentialing accredited recommending agency. This Addendum sets forth additional terms and responsibilities among Reach University, Alternatives in Action, and the Local Education Agency and shall be effective as of the date of the last signature on this Addendum.

This Addendum outlines additional terms, responsibilities, and partnership commitments related to Reach University's graduate degree programs and credential programs offered through Alternatives in Action. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

Reach University is accredited by the WASC Senior College and University Commission and provides Master level academic courses and candidate support services to enrolled candidates. Alternatives in Action is accredited by the California Commission on Teacher Credentialing ("CCTC") to offer state-authorized educator preparation (certification) programs in California. Alternatives in Action partners with Reach University to deliver credential pathway programming. Alternatives in Action provides program oversight for Reach University's credential programming and recommends eligible candidates for the appropriate credentials. If Reach University receives CTC authorization as an independent recommending agency, Reach University may assume the responsibilities described herein as currently fulfilled by Alternatives in Action. **The programs referenced in this Addendum are available exclusively in California.**

A.1 Definitions

- Program(s): All degree programs and the CCTC-authorized educator preparation programs, including California Preliminary Single-Subject and Multiple-Subject Teaching Credential programs (including the Early Completion Option or ECO) and/or Induction (the Clear Teaching Credential program), and the Master of Arts in Teaching program.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the individual. The ILP is designed and implemented solely for the professional growth and development of the individual and not for evaluation for employment purposes.
- Primary School Site Contact: Acts as a liaison to Alternatives in Action and the Reach Teachers College Division of Graduate Studies. This representative is required to meet and/or communicate regularly with Reach University Program staff to address candidate needs.

A.2 Roles & Responsibilities

This section outlines the commitments of the Local Education Agency, Alternatives in Action, Reach University, and all parties jointly to ensure the successful implementation of Reach University's graduate programs and associated credentialing pathways operated by Alternatives in Action.

A.2.1 Program Access & Support

Local Education Agency Responsibilities

- Identify a Local Education Agency Designee (Employment Verification Contact) who will verify the employment of candidates enrolled in Reach University programs each term.
- Assign a representative to meet and/or communicate regularly with Alternatives in Action and Reach University to address candidate needs and necessary updates, e.g., Intern Preservice (pre–semester preparation course, which starts two months before the starting semester), Intern Subject Matter Competence Requirement, Intern Early Completion Option (ECO), and/or Induction Mentor hours.
- Select placement sites that demonstrate commitment to collaborative, evidence–based practices and continuous improvement; maintain partnerships with educational, social, and community entities that support teaching and learning; place students with disabilities in the Least Restrictive Environment (LRE); and provide robust programs and support for English learners.
- Permit video capture for candidate field supervision, coursework, reflection, and state performance tasks such as the California Teacher Performance Assessment (TPA) and the Literacy Performance Assessment (LPA), including but not limited to having a recording policy in place to accommodate TPA video assessments.

Reach University Responsibilities

- Comply and submit reports or other information on matters related to accreditation or program requirements and activities to Alternatives in Action, the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE), and the Western Association of Schools and Colleges (WASC), as required.
- Establish effective and ongoing communication between the Local Education Agency or Primary School Site Contact and Reach University to promote this agreement and address candidate needs.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Communicate with candidates, Primary School Site Contact, mentors, and program staff in a timely manner regarding program requirements and updates.
- Communicate with Alternatives in Action as needed, who verifies that credential program candidates have successfully completed all program and credential requirements.

Alternatives in Action Responsibilities

- Oversee and recommend candidates for credentials in credentialing pathways.
- Maintain compliance with all CCTC requirements for intern and induction programs.

A.2.2 Candidate Support & Collaboration

Local Education Agency Responsibilities

- Support candidate success by supervising and evaluating candidates using established Local Education Agency processes and performance assessment tools.

Reach University Responsibilities

- Solicit feedback from stakeholders to guide the development and continuous improvement of processes and systems.
- Facilitate program–specific advisory councils to support candidate success and align with Local Education Agency and Alternatives in Action expectations.
- Share verifying information and recommendations with Alternatives in Action on behalf of candidates; Alternatives in Action will recommend eligible candidates for the applicable California credential.

A.2.3 Program & Data Collaboration

Shared Responsibilities

- Convene the committee regularly to gather feedback and insights for enhancing processes and systems within each program, and to contribute to the development and oversight of new programs.
- Collaborate to maintain effective communication with all stakeholders to support candidate success and program quality.

A.3 Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

Authorized Representative	Gene Lee

Title	
Signature	
Date	

Local Education Agency

Local Education Agency	Oakland Military Institute
Authorized Approver	Kathryn Wong
Signature	Signed by: Kathryn Wong 95DD7782F025450...
Date	8/20/2025 | 12:21 PM PDT

Alternatives in Action

Authorized Representative	Daniel Zarazua
Title	Executive Director
Signature	
Date	

Reach University Employer Partnership Memorandum Of Understanding

Addendum: Intern Teacher Credential and Master of Arts in Teaching Program

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding and the Graduate Programs Addendum ("Base Agreement") between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action, the current California Commission on Teacher Credentialing ("CCTC") accredited recommending agency.

This Addendum outlines additional terms, responsibilities (among Reach University, Alternatives in Action, and the Local Education Agency), and program details specific to the Teacher Intern credentialing pathway offered through Alternatives in Action. All credential recommendations are made by Alternatives in Action, a CCTC–accredited recommending agency. Reach University provides the Master of Arts in Teaching degree pathway. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

A.1 Program Overview & Definitions

The program description herein reflects Reach University's program as of the effective date of this Addendum. For the most up–to–date version, please see reach.edu and info.reach.edu.

The Teacher Intern Program allows candidates to earn their Master of Arts in Teaching degree while participating in a credentialing pathway operated by Alternatives in Action. Reach University supports candidates' academic progress; Alternatives in Action oversees all credentialing processes and recommendations. An Early Completion Option (ECO) is offered to qualified Intern candidates; however, ECO candidates are not eligible for the Master of Arts in Teaching program, as they do not complete coursework for credit.

A.1.1 Definitions

- Intern Program: An alternative certification program. Intern teachers are employed as the teacher of record in a classroom while concurrently enrolled in the credential program.
- Preservice: Candidates must complete Preservice in order to be eligible for an Intern Credential. At Reach University, Preservice is a three–unit (135-hour) graduate–level course. Once granted, Intern Credentials may be backdated by 90 calendar days (current CTC policy). Preservice for Single–Subject and Multiple–Subject candidates must include: General pedagogy including classroom management and planning, reading/language arts, subject–specific pedagogy, human development, and specific content regarding the teaching of English Learners, pursuant to California Code of Regulations §80033.
- Fieldwork: Employment as a teacher of record, where fieldwork, practice, support, supervision, and application of coursework to teaching take place. The Local Education Agency ensures candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate's teaching position and intern programming go

hand-in-hand. *Any changes to their employment status may affect their program status, and vice versa.*

- ECO: The Early Completion Option (ECO) is intended to provide candidates who have requisite skills and knowledge an opportunity to challenge the coursework portion of a Single-Subject or Multiple-Subject Intern Credentialing Program. The Early Completion Option does not waive the entire program but allows for an expedited pathway by waiving preparation program coursework for those candidates who meet the criteria.
- M.A.T.: Master of Arts in Teaching, a graduate degree that emphasizes both practical teaching skills and in-depth subject matter knowledge.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the candidate. The ILP is designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.

A.1.2 Intern Teacher Credential & Master Of Arts In Teaching Program

Candidates work as intern teachers while pursuing a Preliminary California Teaching Credential and a Master of Arts in Teaching degree.

Intern candidates are novice teachers. They are employed as teachers of record while pursuing preliminary credentials. Each week, Intern candidates attend synchronous classes and engage in approximately 10 hours of independent studies, including academic coursework and job-embedded practice. Intern candidates engage in at least 5 hours of supervision with an Intern District-Employed Mentor each week, and engage in twelve one-on-one coaching cycles with a Reach University-provided field supervisor per academic year. They also complete two cycles of the CalTPA, the state teaching performance assessment.

Participation in the Intern and Master of Arts in Teaching Program is a significant workload beyond the responsibilities of a typical credentialed teacher. Local Education Agencies are responsible for ensuring that candidates are supported to be successful both in the classroom and in their graduate credentialing coursework.

Degree Earned: Master of Arts in Teaching

Credential Earned: California Intern Teaching Credential and California Preliminary Single-Subject or Multiple-Subject Teaching Credential (upon successful completion of the Intern Teacher Credential Program and credentialing requirements).

Program Duration: Two years. Accepts up to 9 transfer credits.

Program Eligibility: The Intern Teacher Credential Program leads to a California Preliminary Single-Subject or Multiple-Subject Teaching Credential. WSCUC accredits the concurrent Master of Arts in Teaching Program. Admission requirements can be found at reach.edu.

To be recommended for an Intern Credential, and prior to enrolling in the Intern Teacher Credential Program, candidates must:

- Hold a baccalaureate degree or higher from a regionally accredited institution of higher education. Pursuant to Education Code Sections 44325, 44326, 44453.
- Demonstrate subject matter competence prior to being recommended for the Intern Credential.
- Provide all required enrollment documents established by the CCTC and by the Intern Teacher Credential Program.
- Complete the requisite hours of pre–service preparation established by the CCTC (the Reach Preservice Course taken in the term *before* the starting semester does meet this requirement).
- Have a qualified Intern District–Employed Mentor identified who meets the CCTC criteria for mentor eligibility.

Alternatives in Action, the recommending agency, reserves the right to determine admissions and continued enrollment. Once admitted, all two–year pathway candidates are eligible for Reach University's concurrent Master of Arts in Teaching Program.

Program Components:

- As candidates enroll in Alternatives in Action's teacher intern program, they will begin by completing preservice. Candidates must complete Preservice in order to be eligible for an Intern Credential. Preservice is a three-unit (135-hour) graduate-level course that must cover general pedagogy—such as classroom management and planning, reading/language arts, subject-specific pedagogy, human development—as well as specific content on teaching English Learners, in accordance with California Code of Regulations §80033.
- Fieldwork is a required component of the Intern program. The Local Education Agency must ensure that candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate's teaching position and intern programming go hand–in–hand. *Any changes to their employment status may affect their program status, and vice versa.*
- Intern District–Employed Mentor: Intern candidates must be assigned an Intern District–Employed Mentor. An Intern District–Employed Mentor must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K–12 teaching experience. The Intern District–Employed Mentor must have demonstrated exemplary teaching practices as determined by the employer and the Program. Matching a candidate and an Intern District–Employed Mentor must be a collaborative process between the Local Education Agency and the Program. The Program provides Intern Mentors with a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content–specific pedagogy and instructional practices. The Program ensures that Intern District–Employed Mentors remain current in the knowledge and skills for candidate supervision and program expectations. Intern District–Employed Mentor must also provide opportunities for

candidates to be observed and receive feedback, co-observe and debrief, co-plan lessons, and review student data around structured literacy, diagnostic and intervention techniques, oral and written language, and provide support for students with dyslexia per the California Dyslexia Guidelines. At a minimum, the Intern District-Employed Mentor provides their Intern an average of five hours of support and guidance per week.

- Support and supervision are shared responsibilities between the Local Education Agency and the Program. Pursuant to California Code of Regulations §80033, participating institutions in partnership with employing Local Education Agencies shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners. These hours are completed through a combination of support and supervision with the Intern District-Employed Mentor and the field supervisor.
- California Teaching Performance Assessment (CalTPA) support is provided by Reach University and is supplemented by employer support. Passing the CalTPA is required in order for a candidate to be recommended for a Preliminary Teaching Credential.
- Coursework: Key elements are aligned with California TPEs and Reach University's PLOs. The Program's coursework provides multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the Program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments. Reach University will provide all CCTC-required coursework aligned with the California Teaching Performance Expectations (TPEs) for the Intern Program, ensure Intern candidates are prepared to teach and assess literacy skills (foundational, written, and oral), and work with students needing intervention when available.
- Master of Arts in Teaching candidates in the two-year Intern Program pathway take two additional elective courses to obtain a master's degree.

A.2 Roles & Responsibilities

This section defines the commitments of the Local Education Agency, Reach University, and Alternatives in Action to support successful implementation of the Teacher Intern Program.

A.2.1 Program Access & Support

Local Education Agency Responsibilities

- Identify a Local Education Agency Employment Verification Contact responsible for verifying candidate employment each term and liaising with Alternatives in Action and Reach University.
- Assign a Primary School Site Contact to meet regularly with Reach University and Alternatives in Action staff to address candidate needs and stay current on program processes and materials.

- Assign a School Site Leader who has mentors and/or candidates on staff, and who should be informed about program processes and materials, and stay current with changing program requirements, including program alignment to the Literacy Standards and Teaching Performance Expectations (TPEs) in the Intern Program.
- **Inform employees/Intern candidates of the TWO CCTC requirements to earn an Intern Credential:**
    - **Preservice completion**: A preparation course (135 hours) in the term *before* the starting semester. Preservice must be passed to be eligible for an Intern Credential as well as to continue in the Intern Program (e.g., for a Fall enrollee, the Preservice course is offered in the summer term). Preservice covers general pedagogy, including classroom management and planning, subject–specific pedagogy, and specific content regarding the teaching of English Learners pursuant to the California Code of Regulations.
    - **Subject Matter Competence Requirement (SMCR)** completion through CSETs and/or collegiate courses (including a combination of the two).
- Ensure and verify that all Intern candidates are placed in classrooms designed to provide the most comprehensive clinical practice experiences possible, particularly in literacy instruction for all students. Placements must provide:
    - Opportunities to work with other education professionals and veteran practitioners serving students at risk for or with dyslexia or literacy–related disabilities.
    - Sites where candidates can practice screening and diagnostic techniques, implement early intervention strategies, and develop oral and written literacy skills aligned with state Literacy Standards.
    - Ample opportunities to practice a strong literature, language, and comprehension component with a balance of oral and written literacy skills and the additional cross–cutting themes in literacy, especially in the literacy areas of making meaning, language development, and effective expression.
- Ensure any Intern candidate assigned to a Transitional Kindergarten (TK) classroom meets at least one of the following criteria:
    - Possesses 24 units in early childhood education/child development.
    - Holds professional experience equivalent to 24 units.
    - Holds a child development teacher permit issued by the CTC.
- Permit video capture for field supervision, coursework, and state performance tasks (e.g., CalTPA) and maintain a recording policy to accommodate credentialing requirements.

Reach University and Alternatives in Action Responsibilities

- Provide academic programming and support aligned with the Master of Arts in Teaching degree.
- Establish effective communication with the Primary Employer Partnership Contact to promote this Agreement.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Communicate with Alternatives in Action as needed to verify that Intern candidates have completed all program and credential requirements.

A.2.2 Candidate Supervision & Evaluation

Shared Responsibilities

- Collaboratively supervise candidates through a team consisting of the Intern District–Employed Mentor, School Site Leader, Alternatives in Action supervisor, and Reach University faculty.
- Ensure all program supervision meets the CCTC–required 144 hours annually, including 45 hours specific to teaching English learners, provided through a combination of district–employed mentoring and Reach University field supervision.
- Conduct formal observations that include feedback, formative/summative assessment analysis, and candidate performance data review.

A.2.3 Program & Data Collaboration

Shared Responsibilities

- Establish a Partnership Advisory Committee with superintendents/designees from partnering Local Education Agencies, Reach University's Program Director, and Alternatives in Action representatives.
- Convene the committee regularly to provide leadership, gather feedback, and support continuous program improvement.

A.3 Execution of Addendum

This Addendum supplements the Base Agreement and Graduate Programs Addendum, and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

Local Education Agency

Local Education Agency	Kathryn Wong
Authorized Approver	Kathryn Wong
Signature	Signed by: Kathryn Wong 95DD7782F025450...
Date	8/20/2025 | 12:21 PM PDT

Alternatives in Action

Authorized Representative	Daniel Zarazua
Title	Executive Director
Signature	
Date	

Reach University Employer Partnership Memorandum Of Understanding

Addendum: Teacher Induction Program

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding and the Graduate Programs Addendum ("Base Agreement") between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action ("Alternatives in Action"), the current California Commission on Teacher Credentialing ("CCTC") accredited recommending agency.

This Addendum outlines additional terms, responsibilities (among Reach University, Alternatives in Action, and the Local Education Agency), and program details specific to the Teacher Induction Program, operated through Alternatives in Action. Alternatives in Action serves as the lead sponsor and CCTC-accredited recommending agency for all credential recommendations. Reach University provides administrative support where applicable, but does not independently offer or recommend candidates for the Teacher Induction Program. All provisions of the Base Agreement and Graduate Programs Addendum remain in full force and effect unless expressly modified by this Addendum.

A.1 Program Overview

The program description herein reflects Reach University's program as of the effective date of this Addendum. For the most up-to-date version, please see reach.edu and info.reach.edu.

The Teacher Induction Program is a two-year job-embedded individualized induction program focused on assisting new teachers in transitioning into the profession and obtaining their California Clear Credential through Alternatives in Action.

Induction candidates are teachers who have attained their Preliminary Teaching Credential and are seeking to attain their Clear Teaching Credential. Teacher Induction Program provides job-embedded support and professional learning for induction candidates to obtain a Clear California Single-Subject or Multiple-Subject credential or Education Specialist Credential. The Teacher Induction Program supports candidate development and growth in the teaching profession by building on the knowledge and skills they have gained during their preliminary preparation program through a robust mentoring system. Mentoring support includes both "just in time" and long-term analysis of their teaching practice to support candidates in developing enduring professional skills through cycles of inquiry. The Teacher Induction Program serves to strengthen teachers' professional practice and contribute to their retention in the profession. Reach University will provide the California Standards for the Teaching Profession (CSTPs) for the Induction candidates.

Credential Earned: California Clear Teaching or Education Specialist Credential.

Program Duration: Two years. Transferred credits are not accepted.

Program Eligibility: To be recommended for a Clear Credential, candidates must: (a) meet with a TIP Mentor for a minimum of 30 hours per year and provide documentation, (b) complete an Individualized Learning Plan (ILP), including a CSTP co-assessment (between the candidate and TIP Mentor) and a triad meeting (a candidate, their TIP Mentor, and the School Site Leader) within the first 60 days of enrollment, (c) successfully complete Cycles of Inquiry in collaboration with a

TIP Mentor, and (d) satisfy all renewal requirements placed on their California Preliminary Teaching or Education Specialist Credential by the CCTC.

Key Program Components – Mentorship and Fieldwork:

The Teacher Induction Program requires each candidate to be assigned a qualified mentor who provides guidance and expectations for the mentoring experience. All TIP Mentors for Induction candidates are hired and managed by Reach University. They will have their employment verified during the enrollment process and must meet all TIP Mentor requirements established by the CCTC. Qualifications for mentors will include, but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- A Clear California Teaching Credential
- Meet candidates' needs for support
- Have a minimum of 3 years of effective teaching experience

TIP Mentors are expected to support candidates in the Program to the best of their abilities through various means, including but not limited to:

- Provide "just in time" support for candidates, in accordance with their ILP, in addition to providing support for the candidates in their cycles of inquiry
- Support candidate progress towards mastery of the California Standards for the Teaching Profession
- Facilitate candidate growth and development through modeling, guiding reflection on practice, and feedback on classroom instruction
- Connect candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically review the ILP with candidates and make adjustments as needed

The Program will provide ongoing training and support for TIP Mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practices, and opportunities to engage with mentoring peers in professional learning networks
- Processes designed to support candidates' growth and effectiveness

Fieldwork Provisions and Guidelines: For candidates in the Teacher Induction Program, teaching assignments must include at least **one** class in the teacher's designated credential area (i.e., a single-subject science credentialed teacher must teach at least one science class). Candidates must be allowed to work with a group of students on an ongoing basis, including opportunities to plan, execute instruction, and analyze the resultant data representing student learning.

→ *Please note that the completion of mentor hours is a CCTC requirement with a minimum of 30 hours per year of the two-year program.*

A.2 Roles & Responsibilities

This section defines the commitments of the Local Education Agency, Reach University, and Alternatives in Action to support successful implementation of the Teacher Induction Program.

Alternatives in Action Responsibilities

Alternatives in Action, as the California Commission on Teacher Credentialing (CCTC)-approved Induction program sponsor and credential recommending body, agrees to:

- Maintain CCTC accreditation in good standing and ensure the Teacher Induction Program remains compliant with all applicable standards, guidelines, and reporting requirements.
- Recommend eligible candidates for the California Clear Credential upon successful completion of all Teacher Induction Program requirements.
- Ensure the overall design, implementation, and continuous improvement of the Teacher Induction Program, including oversight of curriculum, mentoring systems, and candidate assessment practices.
- Monitor and verify each candidate's completion of program requirements, including documented mentor hours, Individualized Learning Plan (ILP) components, and cycles of inquiry.
- Ensure that all data collection and reporting to the CCTC reflects accurate records of candidate participation, progress, and program completion.
- Provide guidance and technical assistance to Reach University staff and Local Education Agencies regarding credentialing requirements and program compliance.
- Maintain secure records for all Teacher Induction Program candidates and ensure confidentiality in accordance with state and federal regulations.
- Respond to CCTC audits, inquiries, or data requests as required, and communicate relevant findings or updates to Reach University and the Local Education Agency as needed.

A.3 Execution of Addendum

This Addendum supplements the Base Agreement and Graduate Programs Addendum and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

Local Education Agency

Local Education Agency	Oakland Military Institute
Authorized Approver	Kathryn Wong
Signature	Signed by: Kathryn Wong 95DD7782F025450...
Date	8/20/2025 | 12:21 PM PDT

Alternatives in Action

Authorized Representative	Daniel Zarazua
Title	Executive Director
Signature	
Date	

Reach University Employer Partnership Memorandum Of Understanding

Addendum: Tuition & Billing

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding ("Base Agreement") between Reach University and the Local Education Agency, and shall be effective as of the date of the last signature on this Addendum. This Addendum outlines additional terms and responsibilities regarding tuition contributions and billing for Reach University candidates. All provisions of the Base Agreement remain in full force and effect unless expressly modified herein.

A.1 Local Education Agency Responsibilities

- Notify Reach University at least 30 days prior to the start of each academic term if the Local Education Agency intends to cover full or partial tuition for any candidates.
- Confirm the list of candidates for whom the Local Education Agency will be invoiced, including verification of employment and employer recommendation to ensure billing accuracy.
- Provide accurate billing contact information to Reach University and promptly communicate any updates.
- Process invoices in a timely manner according to the agreed–upon tuition support arrangement.
- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate's primary responsibility unless the Local Education Agency chooses to provide support.

A.2 Tuition Support Confirmation

The Local Education Agency shall confirm the following details regarding tuition contribution:

Is the Local Education Agency contributing to tuition for any candidates?	☐ Yes, our organization will contribute toward tuition. ☒ No, our organization will not contribute toward tuition at this time.
If you selected "yes," please complete the following section.	

Program (check all that apply)	☐ Bachelor Of Arts In Liberal Studies (BLS) Degree Program ☐ Bachelor of Arts in Global Education (Educator Preparation Program Pathway for Arkansas and Louisiana) *Graduate Programs only offered in California:* ☐ Intern Teacher Credential / Master of Arts in Teaching (M.A.T.) Program ☐ Teacher Induction Program
Tuition Support Level	☐ Entire net candidate contribution ☐ Other: Other _____
Accounts Payable Contact Name	Contact Name
Accounts Payable Contact Title	Contact Title

A.3 Billing Terms

- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate's primary responsibility unless the Local Education Agency chooses to provide support.
- If the Local Education Agency agrees to pay Reach University for tuition and fees associated with candidates enrolled in Reach University programs, Reach University will invoice the Local Education Agency once per academic term, typically in September and February.
- **Payment Terms**: The Local Education Agency shall remit full payment within thirty (30) calendar days of the invoice date, unless otherwise agreed to in writing. Payments shall be made via electronic funds transfer or another approved method as specified on the invoice.
- **Nonpayment Clause**: Reach University reserves the right to suspend candidate participation in Reach University programs for Local Education Agencies' failure to meet their financial obligations.

A.4 Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

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Local Education Agency

Local Education Agency	Oakland Military Institute
Authorized Approver	Kathryn Wong
Signature	Signed by: Kathryn Wong 95DD7782F025450...
Date	8/20/2025 | 12:21 PM PDT

Lauren Greenberg, Literacy Consultant
1511 Allston Way
Berkeley, CA 94703
lgreenbergreads@gmail.com
(510) 384-8614

Proposal for Professional Coaching and Professional Development Services

Date: August 22, 2025

To: Oakland Military Institute
3877 Lusk Street
Oakland, CA 94608

Attention: Dr. Mary Streshly, Superintendent
Kathryn Wong, Human Resources Manager
Carlos Rodriguez

Proposed Professional Coaching Services for Oakland Military Institute for August – December 2025

Service Description	Dates & Location	Notes	Cost
Consulting, coaching and advising OMI teachers and administrators, focusing on (but not limited to) the following areas: 1. **Assess students individually to ensure appropriate placement** within various reading intervention classes; assist teachers in creating appropriate groupings within their classes. Work with teachers and administrators to examine data and adjust student support accordingly. 2. **Coach three or more teachers in implementation *of The Third Quest* reading intervention**; . Includes working with teachers on classroom organization, discipline, routines, and rewards so that they can fully implement all components of the program.	All services (other than prep and correspondence) will occur onsite at Oakland Military Institute. Zoom meetings may be sub-stituted if public health rules require. **31 full days** or the equivalent half days of onsite work, **dates as follows, with changes permitted TBD** upon mutual agreement:	Each full day of service includes 8-9 hours of onsite consulting and coaching, plus offsite preparation, emails, phone calls, and correspondence. Half days will consist of 4-5 hours onsite. Includes working with teachers individually, in groups, or whole staff as directed by OMI administrators. All preparation and development of unique customized presentations for OMI staff is included within the daily charge.	**$1,400.00** per day for 31 days, for a total of **$43,400.00**

Service Description	Dates & Location	Notes	Cost
Train classroom aides in the program as necessary. 3. **Coach three or more teachers in implementation of *Read 180* and *System 44* intervention programs** in multiple classrooms. Includes working with teachers on classroom organization, discipline, routines, and rewards so that they can fully implement all components of the program. Train classroom aides in the program as necessary. 4. **Provide professional development** to OMI full staff or specific departments utilizing blended learning with online modules developed by the CALI Reads state grant focused on adolescent literacy. Topics offered include Get the Gist (summarization), Self-Generated Questions, and Vocabulary Maps. Each topic will be covered in 3-4 after-school sessions and include downloadable resources, guided discussion, and planning for classroom implementation. One topic will be offered in the fall and another in the spring. 5. Accompanying OMI administrators on classroom observations and discussing support and next steps. Support teachers and administrators in implementing appropriate behavior management practices to enable full implementation of reading implementation curricula. 6. Other teacher assistance as requested by OMI administrative team.	**August: 10.5 days** total: 8/1 half day, 8/6, 8/11 half day, 8/13, 8/14, 8/18, 8/19, 8/20, 8/21 half day, 8/25, 8/26, 8/27 **September 8 days** total: 9/2, 9/10, 9/11, 9/16, 9/17, 9/25, 9/29, 9/30 **October 2.5 days** total: 10/3, 10/9, 10/16 (half day) **November 7 days** total: 11/4, 11/5, 11/12, 11/13, 11/17, 11/18, 11/19 **December 3 days** total: 12/2, 12/3, 12/4		

Service Description	Dates & Location	Notes	Cost
Materials and supplies: 1. Provide reading intervention teachers with rewards and incentives for student achievement.		Supplies for classroom use may include bulletin board materials, stickers for charts, student prizes including treats, pens, books, etc. Cost based on $100 per teacher for 6 teachers. Receipts for purchases will be provided at the time of invoicing.	$600.00
		Estimate of total cost: 31 days @ $1,400.00 per day $600.00 for student incentives and prizes	Total: $43,400.00 $600.00 **Total: $44,000.00**

Invoicing:

The total fee for the work to be performed under this Scope of Services will be $44,000. The fees for these services will be invoiced monthly at the end of each month based on the completion of services for that month. All services are to be completed during the 2025-2026 school year. All invoices are payable within 30 days of receipt.

Lauren Greenberg, Educational Consultant **Oakland Military Institute**

Signature: Lauren B. Greenberg	**Signature:**
Name: Lauren B. Greenberg	**Name:**
	Title:
Date: August 22, 2024	**Date:**

Coversheet

Cadet Commander's Report

Section: IV. Cadet Commander Report
Item: A. Cadet Commander's Report
Purpose:
Submitted by:
Related Material: Cadet Commander Report.pdf

Cadet Executive Officer - C/1LT Thalia Lopez / Cadet Liaison Officer - C/MSG Bill Tran

August/Summer Recap

Entrance Camp

- 143 of Candidates Graduated into OMI Cadets
- 93% Pass Rate
- 22 Candidates still recruits
- Numerous cadets passed with a high percentage and excelled with uniform expectations

Brigade Formation:

- Cadet Staff were recognized for their outstanding service at entrance camp
- A cadet from MS, HS, and HQ were presented a yellow cord for their superior uniform
- A cadet was recognized for a national recognition award from College Board

OMI Cares / Volunteering Annual Report

- 14 Community Service Projects, 1400+ Hrs Raised, 150+ Cadets Engaged

In Progress:

- **Leadership Schools : ANCOC/ BNCOC/ OCS**
  - Cadet are planning leadership courses to help cadets rank up
- **Survey for Student Security** amidst Current Political Landscape
  - Initiative led by C/2LT Arden Zhu
- **Senior Request System**
  - System for Senior Privileges
- **Getting Seniors on their feet for College Apps**
- **Sports**

Completed:

- Senior Class Representative: C/OC Valentina Ramirez
- Distributed Chromebooks
- Distributed Polos for MS
- Master Roster

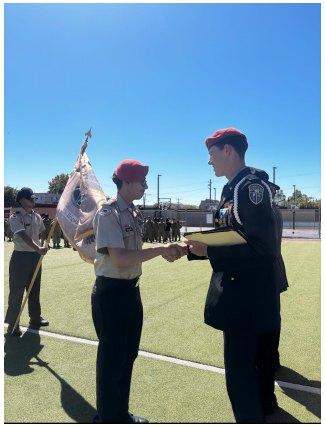
Entrance Camp







Brigade Formation







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Coversheet

Approve SACS Unaudited Actuals Report

Section: VI. Action Items
Item: A. Approve SACS Unaudited Actuals Report
Purpose:
Submitted by: Jessika Welcome
Related Material: OMI-August BOD Meeting Financial Packet-JW-20250822.pdf

BACKGROUND:

Board approval of unaudited actuals is a requirement following the annual closing of the books.

RECOMMENDATION:

It is the recommendation of superintendent and staff that the Board review the report and presentation for approval.

Oakland Military Institute Financial Update

JESSIKA WELCOME

AUGUST 28, 2025



edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

Contents

- 2024-25 Unaudited Actuals
  - FY25 Year-End Net Income (Unaudited Actuals)
  - FY25 UA: Previous Forecast vs. Unaudited Actuals
  - FY25 UA: Approved Budget vs. Unaudited Actuals
  - Audit Process Over Next Four Months
- 2025-26 Financial Update
  - Forecast Update
  - Monthly Cash Balance
- Exhibits
  - YTD Financials
  - Cash Flow

2024-25 Unaudited Actuals

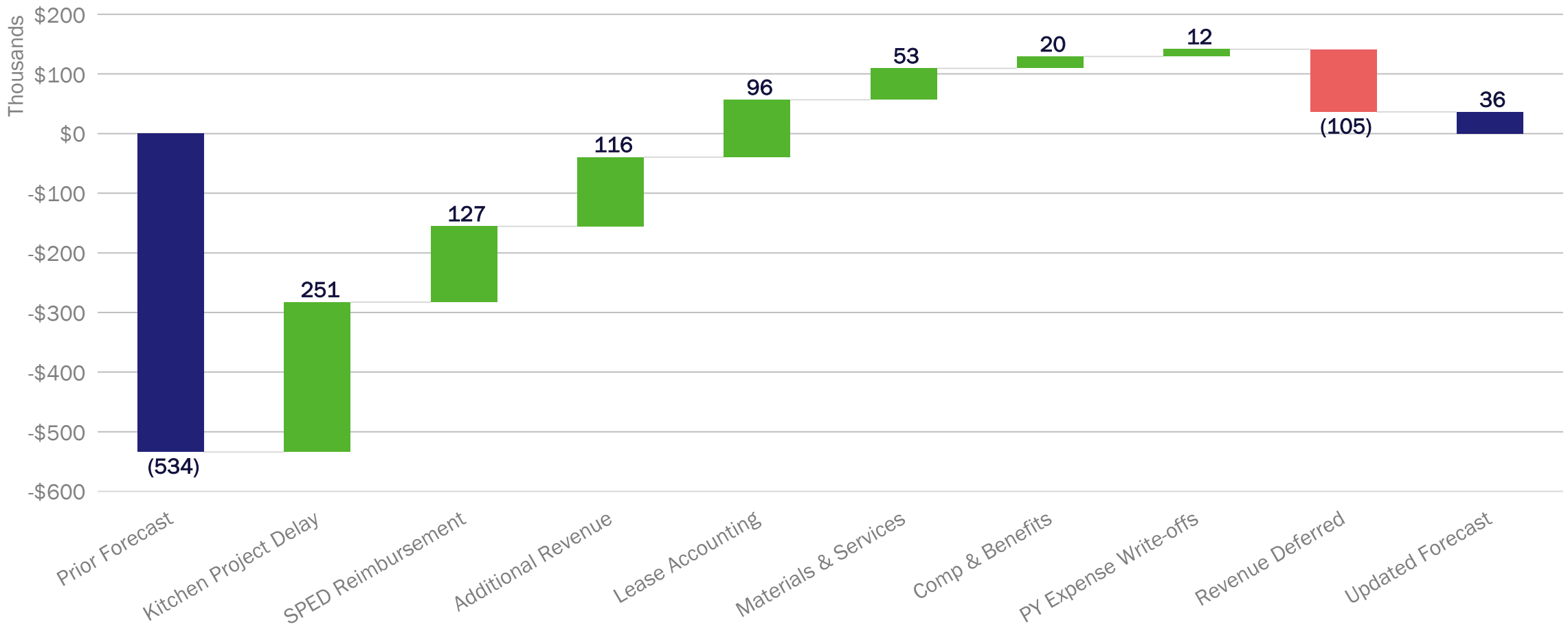
FY25 Year-End Net Income (Unaudited Actuals)

Year-end operating income of $36K

		2024-25	2024-25	Difference
		Previous Forecast	Unaudited Actuals	
Revenue	LCFF Entitlement	7,066,797	7,066,065	(732)
	Federal Revenue	768,092	726,440	(41,652)
	Other State Revenues	2,335,857	2,110,981	(224,876)
	Local Revenues	263,073	346,088	83,015
	Fundraising and Grants	138,968	150,403	11,435
	Total Revenue	**10,572,787**	**10,399,977**	**(172,810)**
Expenses	Comp and Benefits	6,917,174	6,833,000	84,174
	Books and Supplies	777,097	686,010	91,087
	Services and Other Ops	2,896,372	2,300,706	595,666
	Depreciation	492,898	474,601	18,297
	Other Outflows	23,084	69,280	(46,196)
	Total Expenses	**11,106,625**	**10,363,597**	**743,028**
	Operating Income	**(533,838)**	**36,380**	**570,218**
	Beginning Balance (Unaudited)	12,348,154	12,348,154	
	Operating Income	(533,838)	36,380	570,218
Ending Fund Balance (incl. Depreciation)		**11,814,316**	**12,384,534**	**(570,218)**
Ending Fund Balance as % of Expenses		**106.37%**	**119.50%**	**-10.99%**

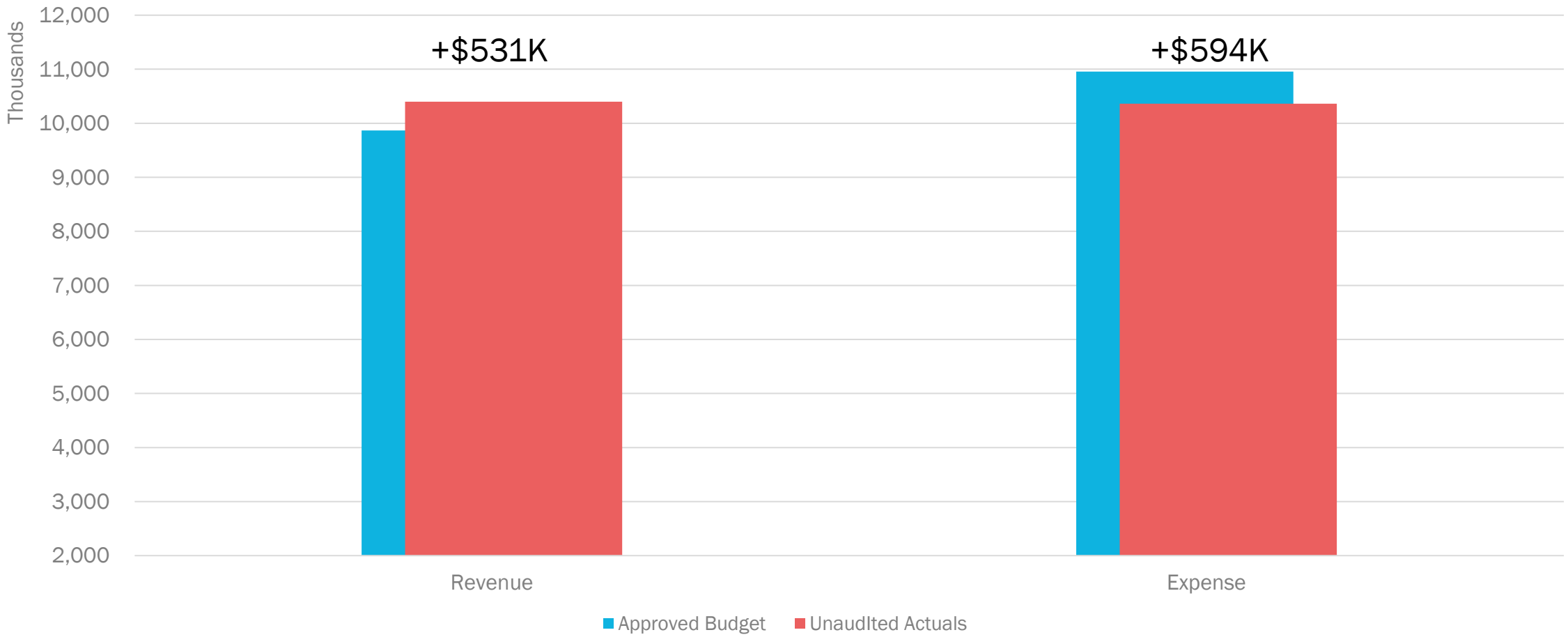
FY25 UA: Previous Forecast vs. Unaudited Actuals

Kitchen project delay and balance sheet clean up drive updated forecast



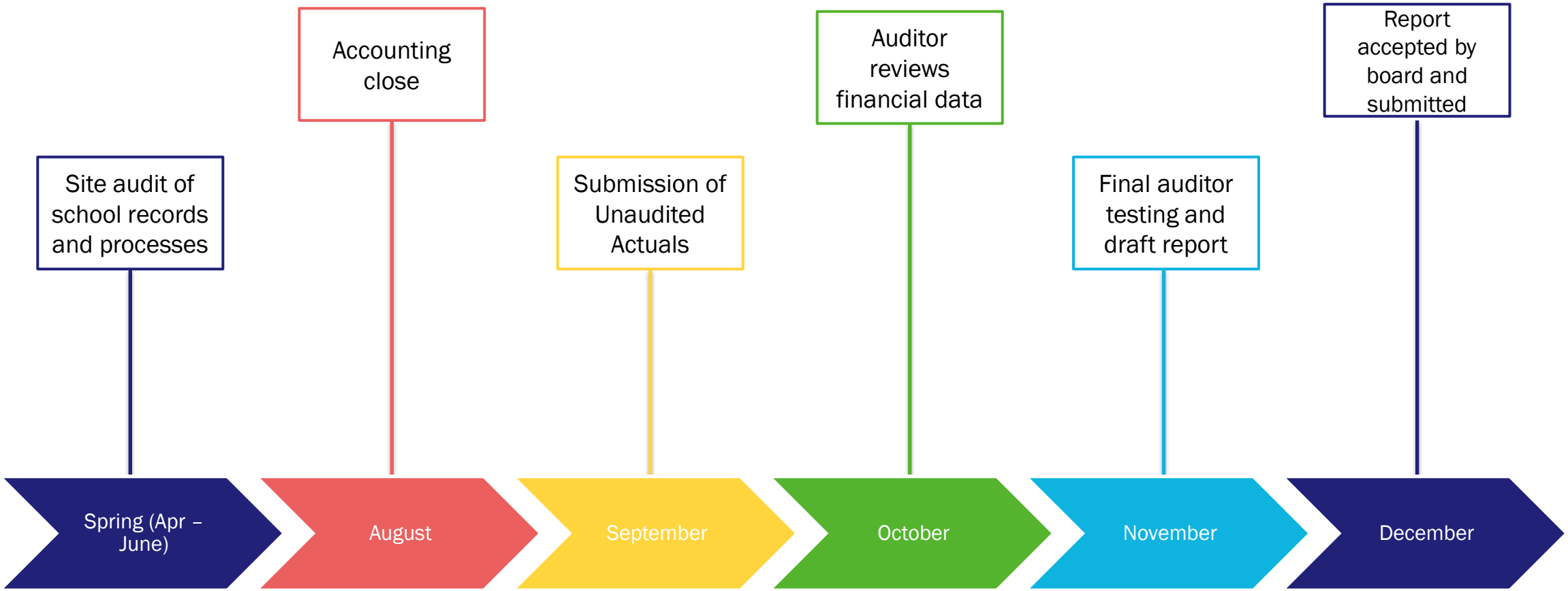
FY25 UA: Approved Budget vs. Unaudited Actuals

Net change in operating income of $1.12M divided evenly between revenue and expense



Audit Process Over Next Four Months

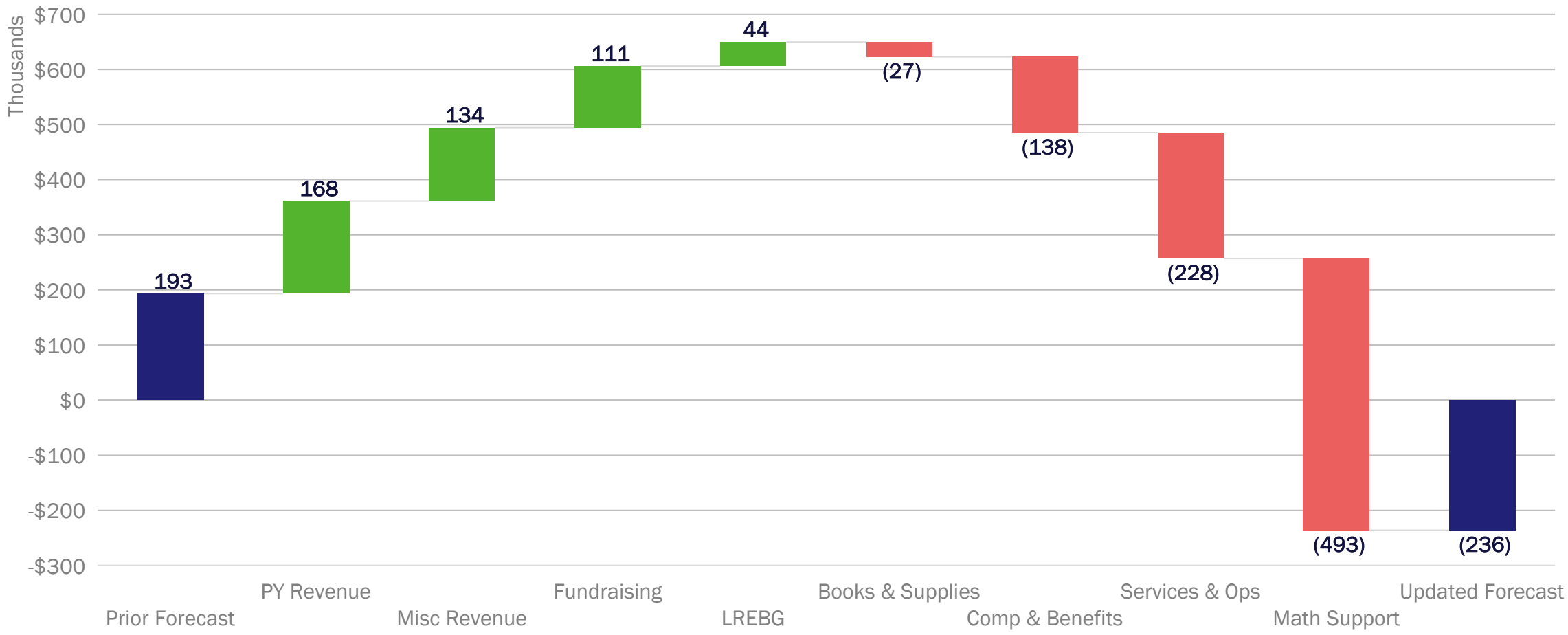
Audit is result of EdTec accounting close and auditor review and testing



2025-26

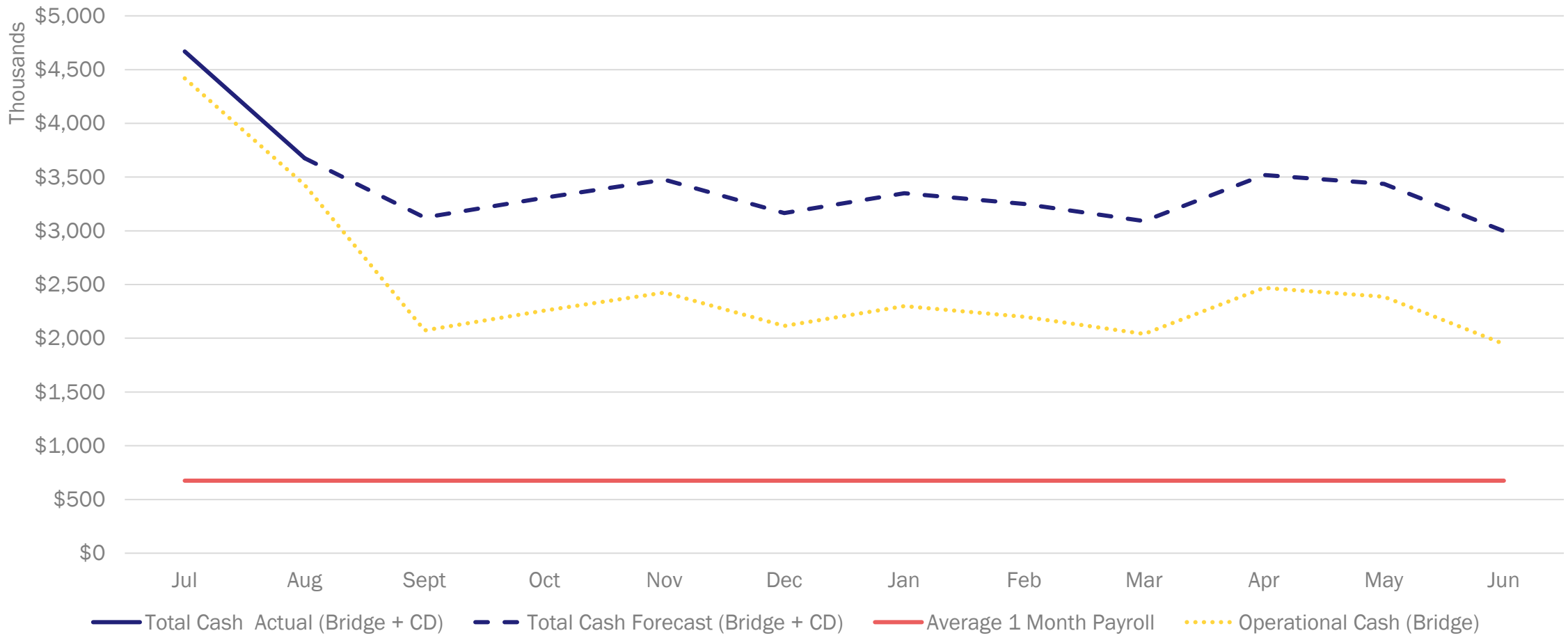
Forecast Update

Additional investment in math tutoring and supports have been added since budget approval



Monthly Cash Balance

Assumes transfer of $800K into investment vehicle in September



Oakland Military Institute

Income Statement

As of Jul FY2026

	Actual	YTD	Budget & Forecast				
	Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY							
Revenue							
LCFF Entitlement	-	-	7,515,493	7,513,942	(1,551)	7,513,942	0%
Federal Revenue	-	-	738,911	653,577	(85,334)	653,577	0%
Other State Revenues	28,191	28,191	1,997,182	2,221,967	224,784	2,193,775	1%
Local Revenues	17,960	17,960	263,073	347,908	84,835	329,947	5%
Fundraising and Grants	-	-	220,000	331,435	111,435	331,435	0%
Total Revenue	**46,152**	**46,152**	**10,734,659**	**11,068,828**	**334,169**	**11,022,676**	**0%**
Expenses							
Compensation and Benefits	259,141	259,141	6,613,818	7,200,984	(587,166)	6,941,843	4%
Books and Supplies	71,976	71,976	839,297	743,703	95,594	671,727	10%
Services and Other Operating Expenditures	270,833	270,833	2,664,045	2,927,606	(263,562)	2,656,774	9%
Depreciation	-	-	400,563	408,813	(8,250)	408,813	0%
Other Outflows & Amortization	75,845	75,845	23,777	23,777	-	(52,069)	319%
Total Expenses	**677,795**	**677,795**	**10,541,499**	**11,304,882**	**(763,383)**	**10,627,088**	**6%**
Net Income	**(631,643)**	**(631,643)**	**193,160**	**(236,054)**	**(429,215)**	**395,589**	
Fund Balance							
Beginning Balance (Unaudited)			11,682,090	12,348,154			
Net Income			193,160	(236,054)			
Ending Fund Balance			**11,875,251**	**12,112,100**			
Fund Balance as a % of Expenses			113%	107%			

Oakland Military Institute

Income Statement

As of Jul FY2026

	Actual	YTD	Budget & Forecast				
	Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS							
Enrollment Summary							
4-6			70	70	-		
7-8			155	155	-		
9-12			275	275	-		
Total Enrolled			**500**	**500**	-		
ADA %							
4-6			94.0%	94.0%	0.0%		
7-8			94.0%	94.0%	0.0%		
9-12			94.0%	94.0%	0.0%		
Average ADA %			**94.0%**	**94.0%**	**0.0%**		
ADA							
4-6			65.80	65.80	-		
7-8			145.70	145.70	-		
9-12			258.50	258.50	-		
Total ADA			**470.00**	**470.00**	**-**		

Oakland Military Institute

Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast				
		Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE								
LCFF Entitlement								
8011	Charter Schools General Purpose Entitlement - State Aid	-	-	4,682,515	4,360,253	(322,261)	4,360,253	0%
8012	Education Protection Account Entitlement	-	-	998,470	1,306,457	307,987	1,306,457	0%
8096	Charter Schools in Lieu of Property Taxes	-	-	1,834,509	1,847,232	12,723	1,847,232	0%
	SUBTOTAL - LCFF Entitlement	**-**	**-**	**7,515,493**	**7,513,942**	**(1,551)**	**7,513,942**	**0%**
Federal Revenue								
8181	Special Education - Entitlement	-	-	69,745	69,600	(145)	69,600	0%
8220	Child Nutrition Programs	-	-	393,975	309,280	(84,695)	309,280	0%
8291	Title I	-	-	212,139	214,231	2,092	214,231	0%
8292	Title II	-	-	24,706	25,183	477	25,183	0%
8293	Title III	-	-	26,441	20,982	(5,459)	20,982	0%
8294	Title IV	-	-	11,905	14,301	2,396	14,301	0%
	SUBTOTAL - Federal Revenue	**-**	**-**	**738,911**	**653,577**	**(85,334)**	**653,577**	**0%**
Other State Revenue								
8319	Other State Apportionments - Prior Years	7,380	7,380	-	211,791	211,791	204,411	3%
8381	Special Education - Entitlement (State	20,811	20,811	431,239	431,239	-	410,428	5%
8382	Special Education Reimbursement (State	-	-	37,464	39,158	1,694	39,158	0%
8520	Child Nutrition - State	-	-	178,602	140,699	(37,903)	140,699	0%
8545	School Facilities Apportionments	-	-	120,124	110,484	(9,640)	110,484	0%
8550	Mandated Cost Reimbursements	-	-	18,123	18,404	281	18,404	0%
8560	State Lottery Revenue	-	-	134,015	173,777	39,763	173,777	0%
8590	All Other State Revenue	-	-	688,624	698,753	10,129	698,753	0%
8591	Prop 28 Arts & Music in Schools	-	-	86,715	95,496	8,781	95,496	0%
8593	ELOP	-	-	140,777	140,667	(110)	140,667	0%
8596	ASES	-	-	161,500	161,500	-	161,500	0%
	SUBTOTAL - Other State Revenue	**28,191**	**28,191**	**1,997,182**	**2,221,967**	**224,784**	**2,193,775**	**1%**
Local Revenue								
8660	Interest	-	-	40,000	30,000	(10,000)	30,000	0%
8670	Student Activities	-	-	10,325	25,189	14,864	25,189	0%

Oakland Military Institute

Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast				
		Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
8699	All Other Local Revenue	17,960	17,960	85,000	164,971	79,971	147,011	11%
8703	Measure G1	-	-	127,748	127,748	-	127,748	0%
	SUBTOTAL - Local Revenue	**17,960**	**17,960**	**263,073**	**347,908**	**84,835**	**329,947**	**5%**
Fundraising and Grants								
8803	Fundraising	-	-	220,000	331,435	111,435	331,435	0%
	SUBTOTAL - Fundraising and Grants	**-**	**-**	**220,000**	**331,435**	**111,435**	**331,435**	**0%**
TOTAL REVENUE		**46,152**	**46,152**	**10,734,659**	**11,068,828**	**334,169**	**11,022,676**	**0%**

Oakland Military Institute

Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast				
		Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES								
Compensation & Benefits								
Certificated Salaries								
1100	Teachers Salaries	-	-	2,548,513	2,737,563	(189,050)	2,737,563	0%
1103	Teacher - Substitute Pay	-	-	277,552	166,614	110,938	166,614	0%
1200	Certificated Pupil Support Salaries	-	-	195,612	200,612	(5,000)	200,612	0%
1300	Certificated Supervisor & Administrator Salaries	43,786	43,786	741,007	575,948	165,059	532,163	8%
	SUBTOTAL - Certificated Salaries	**43,786**	**43,786**	**3,762,685**	**3,680,737**	**81,948**	**3,636,951**	**1%**
Classified Salaries								
2100	Classified Instructional Aide Salaries	1,778	1,778	129,742	213,034	(83,292)	211,256	1%
2200	Classified Support Salaries	5,562	5,562	275,096	275,096	-	269,534	2%
2300	Classified Supervisor & Administrator Salaries	22,958	22,958	347,302	347,302	-	324,344	7%
2400	Classified Clerical & Office Salaries	26,779	26,779	177,162	258,011	(80,849)	231,231	10%
2900	Classified Other Salaries	-	-	144,000	408,000	(264,000)	408,000	0%
	SUBTOTAL - Classified Salaries	**57,077**	**57,077**	**1,073,302**	**1,501,443**	**(428,141)**	**1,444,366**	**4%**
Employee Benefits								
3100	STRS	8,363	8,363	611,302	632,545	(21,243)	624,182	1%
3200	PERS	14,047	14,047	339,180	399,114	(59,934)	385,068	4%
3300	OASDI-Medicare-Alternative	4,952	4,952	171,520	191,108	(19,588)	186,156	3%
3400	Health & Welfare Benefits	112,805	112,805	578,379	711,691	(133,312)	598,885	16%
3500	Unemployment Insurance	378	378	24,255	27,342	(3,087)	26,964	1%
3600	Workers Comp Insurance	17,734	17,734	53,196	57,004	(3,808)	39,270	31%
	SUBTOTAL - Employee Benefits	**158,278**	**158,278**	**1,777,831**	**2,018,804**	**(240,973)**	**1,860,526**	**8%**
Books & Supplies								
4200	Books & Other Reference Materials	12,860	12,860	10,000	20,236	(10,236)	7,376	64%
4320	Educational Software	34,715	34,715	59,154	54,153	5,002	19,438	64%
4325	Instructional Materials & Supplies	15,565	15,565	50,000	50,000	-	34,435	31%
4330	Office Supplies	183	183	20,600	20,600	-	20,417	1%
4352	Graduation	-	-	-	9,893	(9,893)	9,893	0%

Oakland Military Institute

Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast				
		Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
4410	Classroom Furniture, Equipment & Supplies	-	-	27,450	27,450	-	27,450	0%
4420	Computers: individual items less than $5k	8,556	8,556	112,082	106,219	5,863	97,663	8%
4430	Non Classroom Related Furniture, Equipment & Supplies	98	98	6,180	8,189	(2,009)	8,091	1%
4710	Student Food Services	-	-	525,300	416,146	109,154	416,146	0%
4720	Other Food	-	-	28,531	30,818	(2,287)	30,818	0%
	SUBTOTAL - Books and Supplies	**71,976**	**71,976**	**839,297**	**743,703**	**95,594**	**671,727**	**10%**
	Services & Other Operating Expenses							
5100	Subagreements for Services	-	-	150,000	150,000	-	150,000	0%
5200	Travel & Conferences	-	-	24,395	24,395	-	24,395	0%
5300	Dues & Memberships	5,878	5,878	19,043	18,020	1,023	12,142	33%
5400	Insurance	56,903	56,903	128,644	170,706	(42,062)	113,803	33%
5515	Janitorial, Gardening Services & Supplies	20,200	20,200	147,893	156,648	(8,755)	136,448	13%
5520	Security	16,500	16,500	76,804	87,732	(10,928)	71,232	19%
5535	Utilities - All Utilities	4,396	4,396	231,375	173,508	57,867	169,112	3%
5605	Equipment Leases	1,087	1,087	17,568	19,680	(2,112)	18,593	6%
5610	Rent	13,827	13,827	164,800	165,930	(1,130)	152,102	8%
5611	Prop 39 Related Costs	-	-	142,140	130,000	12,140	130,000	0%
5615	Repairs and Maintenance - Building	7,038	7,038	81,145	287,596	(206,451)	280,558	2%
5618	Repairs & Maintenance - Auto	-	-	10,300	7,185	3,115	7,185	0%
5803	Accounting Fees	258	258	31,158	29,719	1,438	29,462	1%
5809	Banking Fees	10	10	1,545	961	584	951	1%
5812	Business Services	17,500	17,500	205,000	210,000	(5,000)	192,500	8%
5815	Consultants - Instructional	72,907	72,907	169,000	198,882	(29,882)	125,975	37%
5820	Consultants - Non Instructional - Custom 1	-	-	171,198	172,789	(1,591)	172,789	0%
5824	District Oversight Fees	-	-	77,410	77,394	16	77,394	0%
5828	Scholarships	-	-	-	13,648	(13,648)	13,648	0%
5830	Field Trips Expenses	-	-	30,900	19,371	11,529	19,371	0%
5833	Fines and Penalties	-	-	1,031	1,128	(96)	1,128	0%
5836	Fingerprinting	-	-	3,713	3,166	547	3,166	0%
5845	Legal Fees	7,000	7,000	129,960	98,210	31,751	91,210	7%
5851	Marketing and Student Recruiting	13,000	13,000	20,600	19,886	715	6,886	65%
5857	Payroll Fees	611	611	10,300	9,240	1,060	8,629	7%
5863	Professional Development	300	300	63,644	115,226	(51,581)	114,926	0%
5869	Special Education Contract Instructors	-	-	157,075	188,486	(31,411)	188,486	0%

Oakland Military Institute

Income Statement

As of Jul FY2026

		Actual	YTD	Budget & Forecast				
		Jul	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5872	Special Education Encroachment	182	182	15,620	2,000	13,620	1,818	9%
5874	Sports	-	-	25,000	25,000	-	25,000	0%
5877	Student Activities	127	127	18,251	532	17,719	405	24%
5878	Student Assessment	11,269	11,269	5,546	17,033	(11,487)	5,764	66%
5880	Student Health Services	-	-	7,725	8,111	(386)	8,111	0%
5881	Student Information System	-	-	10,000	6,175	3,825	6,175	0%
5884	Substitutes	-	-	30,900	37,902	(7,002)	37,902	0%
5887	Technology Services	9,360	9,360	133,022	132,773	249	123,414	7%
5893	Transportation - Student	1,170	1,170	18,540	-	18,540	(1,170)	
5898	Bad Debt Expense	-	-	-	11,637	(11,637)	11,637	0%
5899	Miscellaneous Operating Expenses	6,311	6,311	23,836	24,471	(635)	18,160	26%
5900	Communications	5,000	5,000	102,578	107,764	(5,187)	102,764	5%
5915	Postage and Delivery	-	-	6,386	4,705	1,681	4,705	0%
	SUBTOTAL - Services & Other Operating Exp.	**270,833**	**270,833**	**2,664,045**	**2,927,606**	**(263,562)**	**2,656,774**	**9%**
Capital Outlay & Depreciation								
6900	Depreciation	-	-	400,563	408,813	(8,250)	408,813	0%
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**400,563**	**408,813**	**(8,250)**	**408,813**	**0%**
Other Outflows & Amortization								
7438	Debt Service - Interest	-	-	23,777	23,777	-	23,777	0%
7999	Uncategorized Expense	75,845	75,845	-	-	-	(75,845)	
	SUBTOTAL - Other Outflows & Amortization	**75,845**	**75,845**	**23,777**	**23,777**	**-**	**(52,069)**	**319%**
TOTAL EXPENSES		**677,795**	**677,795**	**10,541,499**	**11,304,882**	**(763,383)**	**10,627,088**	**6%**

Coversheet

Financial Update + CD Contribution

Section: VII. Information/Discussion Items
Item: A. Financial Update + CD Contribution
Purpose:
Submitted by: Jessika Welcome

BACKGROUND:

Attached you will find a monthly cashflow projection for the 2025-2026 FY. It includes the monthly expenditures and monthly revenues.

Jessika will also touch upon the CD contribution plan.

Coversheet

Governance Calendar

Section: VII. Information/Discussion Items
Item: B. Governance Calendar
Purpose:
Submitted by: Mary Streshly
Related Material: 2025-2026 Governance Calendar.pdf

BACKGROUND:

The Board Governance calendar represents key governance areas under the Board's purview that the Superintendent's staff will prepare for board review, discussion, direction, and approval. Many topics are statutorily required, and other topics are by OMI unique programs and Board-requested reports.

RECOMMENDATION:

The superintendent recommends that the Board review the governance calendar draft and provide staff direction on any other reports desired.

Governance Calendar 2025-2026

updated: 19Aug25 **approved: 28Aug25**

Function	July	August	September	October	November	December	January	February	March	April	May	June
	No Board Meeting	**Aug 28, 2025**	**No Board Meeting, comm**	**No Board Meeting, comm via supt letter**	**Nov 20, 2025**	**Dec 11, 2025**	**Jan 22, 2026**	**Feb 26, 2026**	**No Board Meeting, comm**	**No Board Meeting, comm via supt**	**May 21, 2026**	**Jun 11, 2026**
Setting Direction	Management Planning for start up	Governance Calendar, Superintendent Goal-setting	Recruitment Plan; finalize supt evaluation template	Charter Renewal Planning; Finalize mid-cycle WASC report	WASC mid-year visit, Charter renewal application drafting, spring course offering planning, policy updates	Instructional Program Review; spring course adjustments; initiate 26-27 program planning, policy updates	Charter Renewal Application update, policy updates	Healthy Kids Survey Results; LCAP Data Review; Lottery update, Charter Renewal Application update, policy updates	Consider Goals Revision ahead of LCAP drafting	Review 25/26 Proposed Key Initiatives	Approval Board meeting calendar, Charter renewal application Academic School Year Calendar; Approve Governing Board Member Terms Appointment of Board Officers	management retreat
Cadet Achievement	Submit LCAP	Reports: Enrollment/ Staffing Report; Summer School, Williams Act Audit, Renstar cycle 1, Math Plan	CAASPP/AP/ELPAC results; Math report via board letter, Grant Pathway Program reporting, CTEIG grant app, launch math committee	Math/ Reading progress report via board letter, CBEDS, Enrollment/ Attendance Report	CA Dashboard report, Math & ELA Benchmark results, Progress report, Enrollment/ ADA report, Williams Act Report	Math, ELA & Science update, Approve Dual Enrollment Agreement [CCAP]	Approve School Accountability Report Card; Renstar cycle 2, Math, ELA & Science update	LCAP progress annual update, Math, ELA & Science Update	Approve Annual Comprehensive Safety Plan; ELPAC Testing; Fall course enrollment; FPM audit report; DE course	Draft LCAP Annual Update; CAASPP; ELPAC testing; 26-27 PD calendar	Draft LCAP Annual Update; AP testing; Graduation/ 8th grade promotion	Approve LCAP/Local Indicators, Course Catalog; Cadet Handbook; summer school; ASP Plan
Finance	close the books Marketing and Recruiting, review contract renewal cycles	CNIPS audit, Mtly SNP Claim Reimb; approve unaudited actuals, cash flow report, CD contributions approval Consent: curriculum, coaching, consultant	Fiscal: Unaudited Actuals, CNIPS Mtly SNP Claim Reimb, cash flow report Consolidated Application Marketing and Recruiting	CNIPS Mtly SNP Claim Reimb, cash flow report via letter, mtg 1 budget committee	CNIPS Mtly SNP Claim Reimb, cash flow report, rec for payroll services	First interim: Budget/Actual Up To-Date; Winter ConAp submission, CNIPS Mtly SNP Claim Reimb. Audit Report for previous fiscal year	Jan 15th, CNIPS Annual Validation Reporting, CNIPS Mtly SNP Claim Reimb, mtg 2 budget committee	Second Interim: Budget/Actual To-Date 24/25 Ind. Auditor report, Auditor selection form, CNIPS Mtly SNP Claim Reimb.	Budget development, mtg 3 budget committee	Budget Development, CNIPS Mtly SNP Claim Reimb. Educator Effectiveness Grant Business Property Statement due April 1 Review contracts for upcoming year	Budget Development Education Protection Account Expenditure Summary CNIPS Mtly SNP Claim Reimb. 2025-2026 Charter Schools Annual Information Survey Military Department Budget; curriculum contracts for 25-26	Approve Annual Budget /Contracts Form 990 + California Tax Return LCAP AND BUDGET APPROVAL torial Food Service Relay independent agency service contracts
OUSD, CALPADS, OCR	LCAP Due; CALPADS EOY 1 & 2; PENSEC	Attendance Report: Month 1A Attendance Report: Month 1B	Fiscal: Unaudited Actual Attendance Report: Month 2	20 Days Report Attendance Report: Month 3	CALPADS Fall 1; Attendance Report: Month 4	First interim: Budget/Actual Up To-Date Audit Report for previous fiscal year Attendance Rep: Mth 5 P1	Attendance Report: Month 6	Attendance Report: Month 7	Second Interim: Budget/Actual To-Date; CALPADS Fall 2 25/26 Ind. Auditor Selection Form Attendance Report: Month 8	Attendance Report: Month 9 P2	25/26 Chart. Sch. Annual Info Survey Attendance Report: Month 10	Attendance Report: Month 11 PA Multi-Years Budget Projection Attendance Report: Month 12 (P-Annual) PA
Military / Cadet Leadership	entrance camp; survival camp	Entrance Camp Report, Cadet Leadership Goals	CACC Leadership Conf	BIVOUAC, SAT, PSAT, Xtreme	Pass and Review, Wilderness, Recondo	Cadet Recognition by cadet leadership	Cadet Commander's report	Recondo, Marksmanship	Annual General Inspection	Drill Comp	Develop YCP Calendar upcoming year	CACC Summer Camp Cooperative Agreement
Human Resources	Hiring; Cadre Liberal Leave	Reports: Staffing, approve updated Employee Handbook	Goal Setting for annual evaluations; finalize classified evaulation template	Evaluation/ observation Cycle	Consider/ Approve COLA, Evaluation/ Observation Cycle	Staff of the Year Awards	Evaluation/ observation cycles	Additional Observation Cycles	recruitment fairs; final eval conferences; begin letters of assurances/ release	Final Eval Confs; commitment & release letters finalize; Cadre Evals Due	Hiring, final evaluations	Hiring; Declaration of Need for Fully Qualified Educators
Maintenance, Ops, Trans	Campus cleaning, repairs, asset inventory	Safety Comm Mtg	Kitchen Renovations Completed, Safety Comm Mtg	Safety Comm Mtg	Safety Comm Mtg	Safety Comm Mtg	Safety Comm Mtg, Summer Projects review	Approve Comprehensive Safety Plan, Safety Comm Mtg	Safety Comm Mtg	Summer Facility Projects Review	Summer Facility Projects finalize	Campus cleaning, repairs, asset inventory

Coversheet

Summer School 2025 Outcomes

Section: VII. Information/Discussion Items
Item: C. Summer School 2025 Outcomes
Purpose: FYI
Submitted by:
Related Material: Summer School Summary.pdf

OMI – Summer School Summary

HS	MS
62 Cadets Attended	48 Cadets Attended
720 Credits Attempted	160 Credits Attempted
610 Credits Earned	105 Credits Earned

Coversheet

Conversion, Camp, and Enrollment Summary

Section: VII. Information/Discussion Items
Item: D. Conversion, Camp, and Enrollment Summary
Purpose:
Submitted by: CMSgt (CA) Thomas James
Related Material:
20250822 Conversion, Entrance Camp and Enrollment Summary for SY2025_26.pdf

BACKGROUND:

As OMI begins the 2025–26 school year, the academy has enrolled a total of **524 cadets**, comprised of **164 new cadets** and **360 returning cadets**. This reflects a strong overall retention rate, particularly at the high school level, where returning cadets make up 85% of the population. Middle school enrollment is evenly split between new and returning cadets, supporting healthy institutional growth.

Summer Entrance Camp 2025 played a critical role in onboarding new students. Of the 185 candidates expected, 157 attended camp, 147 completed it, and two were already under contract. With the addition of 11 candidates receiving alternate placements, OMI successfully converted **88.6% of projected candidates** into enrolled cadets.

Losses were observed mainly at key transition points between grades 8–9 and 10–11. However, overall enrollment remains strong, and the academy enters the new school year with a balanced, mission-ready student body supported by a successful recruitment and onboarding strategy.

CALIFORNIA YOUTH & COMMUNITY PROGRAMS TASK FORCE – TASK FORCE TORCH

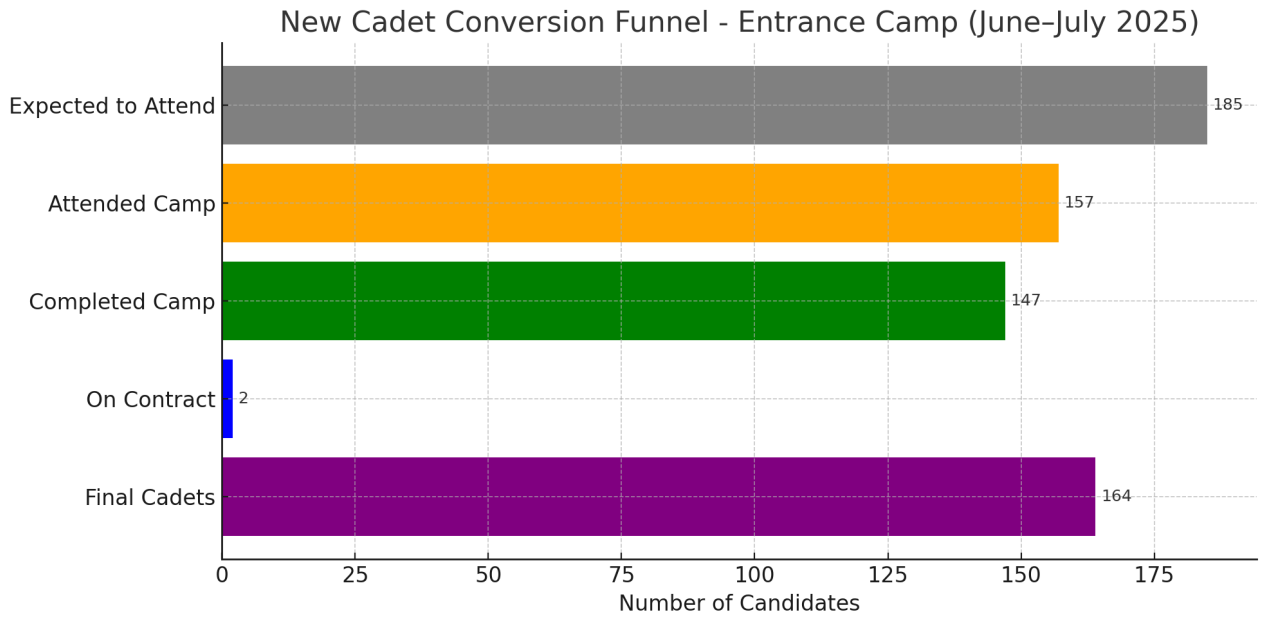
OAKLAND MILITARY INSTITUTE
3877 Lusk Street
Oakland, California 94608

NGCA-YCP-OMI-CO 22 August 2025

MEMORANDUM FOR The Board of Directors

SUBJECT: Summary of Conversion, Entrance Camp, and Enrollment for SY 2025-26

1. Total enrollment of 519 cadets for the 2025–26 academic year. This includes 164 new cadets (31.3%) and 360 returning cadets (68.7%), demonstrating strong retention across high school and balanced growth at the middle school level. During Summer Entrance Camp 2025, OMI projected 185 potential new cadets. Of these, 157 reported, 147 completed the camp, and 2 were placed on contract following the camp to complete an alternate camp. It is recommended that the two candidates continue enrollment at Oakland Military Institute with a stipulated contract, which includes completion of an alternative entrance camp during the early part of the 2025-26 school year.



2. An additional 11 were accommodated through alternate placements, resulting in 164 total new cadets enrolled, an 88.6% conversion rate from the initial projection. Six of the candidate families communicated their request for an alternative camp due to already scheduled family events. The additional five candidates are from three total families that were waitlist priorities who came forward once grade vacancy notices were extended.

3. The current enrollment includes losses primarily at transition points, including 13 cadets from 9th grade, 11 cadets from 10th grade, and the most impacted 11th grade, with 12 cadets leaving OMI. These insights inform our focus on targeted interventions and continued support throughout cadet progression. It is recommended that the candidates above continue enrollment at Oakland Military Institute with a stipulated contract, which includes completion of an alternative entrance camp during the 2025-26 school year.

NGCA-YCP-OMI-CO
SUBJECT: Summary of Conversion, Entrance Camp and Enrollment for SY 2025-26

4. During May 2025, OMI conducted its final Intent to Return analysis, which projected that only 24 cadets (4.66%) in grades 6th through 11th would not be returning. The current assessment of cadet loss completed on 22 August 2025 has 58 (12.5%) total cadets not returning. Grade 10 reported 11 cadets not returning (14.5%), and grade 11 reported 12 cadets leaving OMI (18.7%).

May 2025	SY 24-25 Enrollment	Projected Returning SY 25-26	% Returning
2025-2026			
6	59		
7	81	56	94.9%
8	79	74	93.7%
9	76	71	93.4%
10	64	72	94.7%
11	53	61	95.3%
12	54	54	101.9%
	466	**388**	**95.66%**

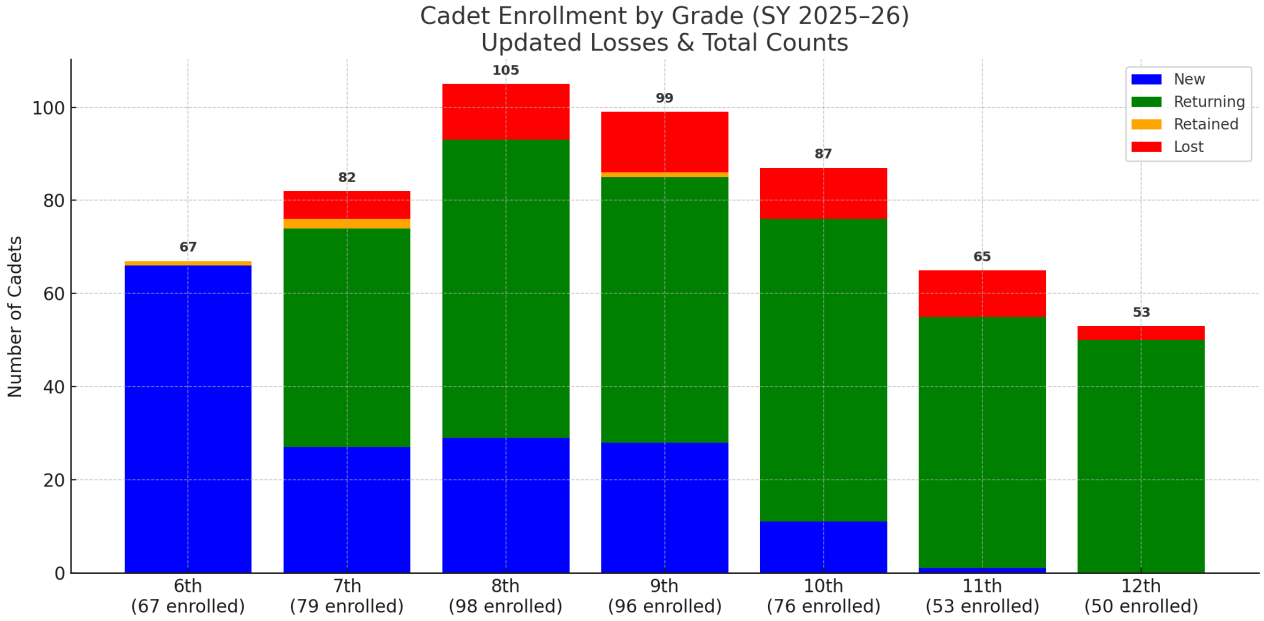
August 2025	SY 24-25 Enrollment	Returning Cadets SY 25-26	% Returning
2025-2026			
6	59		
7	81	53	89.8%
8	79	69	87.3%
9	76	66	86.8%
10	64	65	85.5%
11	53	52	81.3%
12	54	50	94.3%
	466	**355**	**87.52%**

5. To summarize, the cadet enrollment to begin the 2025-26 school year is 519. The successful conversion of 149 candidates to enroll can be attributed to the front office support with Ms. Diane Au as OMI's Data Manager, working tirelessly through the summer months. The chart below includes new and returning cadets while also incorporating the number of cadets who did not advance (retained) to the next grade. One 6th grade cadet, two 7th grade cadets, and one 9th

NGCA-YCP-OMI-CO

SUBJECT: Summary of Conversion, Entrance Camp and Enrollment for SY 2025-26

grade cadet are included in the overall enrollment and loss assessment for SY 2025-26.



6. If you have any questions regarding this summary, please contact me at tjames@omiacademy.org or (510) 775-5732.

THOMAS L. JAMES
CMSgt (CA), CSG
Commandant and CBO

Coversheet

Math and Literacy Plan Overview

Section: VII. Information/Discussion Items
Item: E. Math and Literacy Plan Overview
Purpose:
Submitted by:
Related Material: OMI_Math & Literacy_Instructional_Plan 25-26.pptx.pdf

OMI Numeracy & Literacy Plan

Raising CAASPP Scores through Strategic Support

2025-2026

Metrics: Highlights

CAASPP

- ELA has multiple subgroups that are projected to be better than the state in 2025: English Learners, Socioeconomically Disadvantaged, and Black/African American students
- For Math, we estimate that the Math dashboard indicator (DFS - distance from standard) will increase from 2024 to 2025
- 50% of continuously enrolled students in 7th and 8th grade improved their DFS [distance from standard] from 2024 to 2025 by 15 or more points, which bodes well for our CORE Growth metric

Other Dashboard Metrics

- Chronic Absenteeism Rate decreased by 13.4% from 23.9% to 10.5%
- # of students who earned college credits increased by 15.4%
- Suspension Rate decreased by 4.3% from 6.35% to 2.04%
- Our college and career readiness increased from 72% to 80%

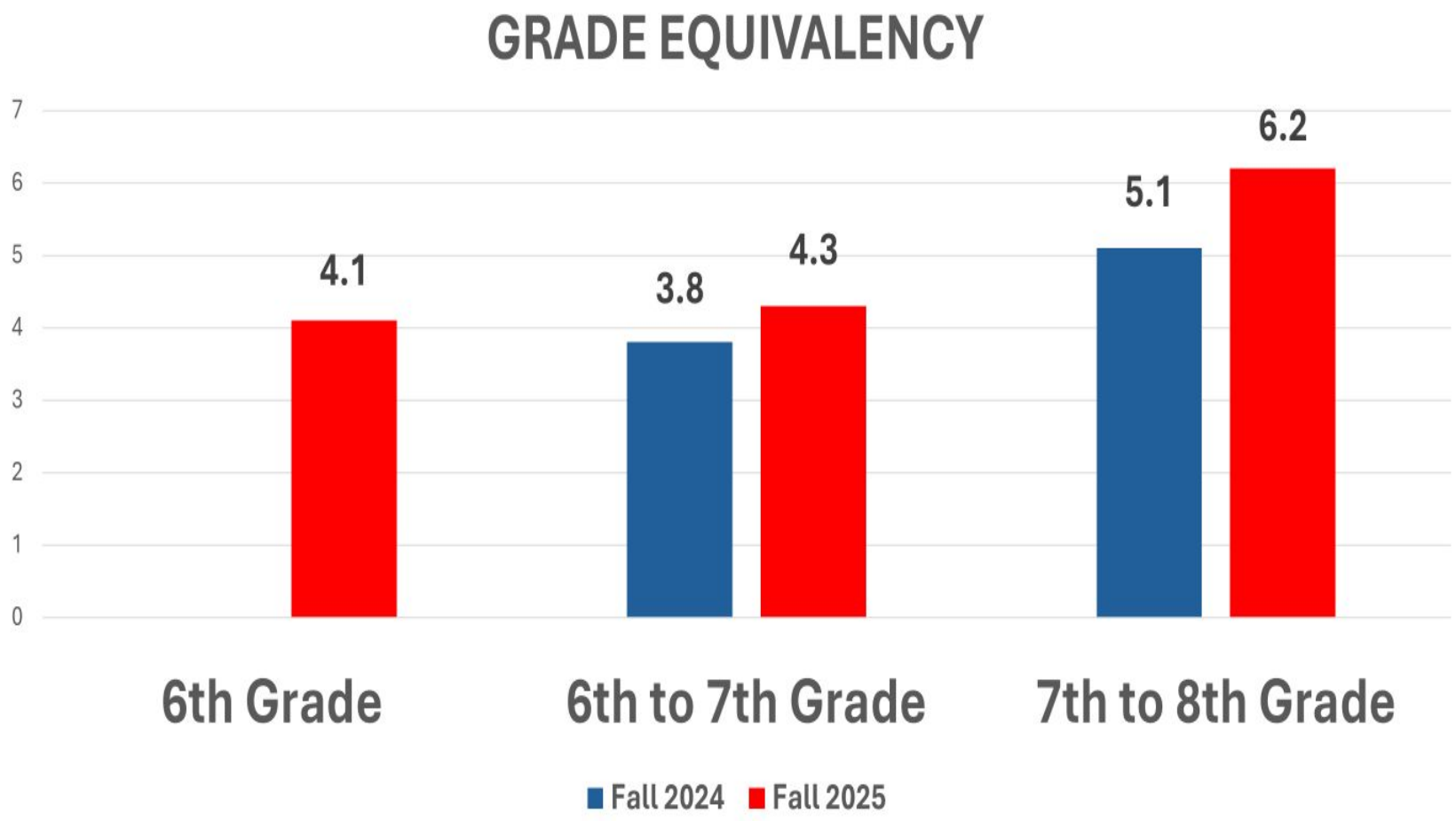
Metrics: Where we need to be

Indicators	Rate 24-25	Needs to be	Growth/Decline	CORE Growth Rate
CAASPP ELA	HS: 59% MS: 26%	HS: 55% MS: 45%	HS: 0 MS: +19%	Above 50% ave growth rate
CAASPP Math	HS: 16% MS: 9%	HS: 30% MS: 30%	HS: +14% MS: +21%	Above 50% ave growth rate
Truancy	10.5%	8%	-2.5%	n/a
Suspensions	2.4%	2%	-.4%	n/a
Graduation	90%	96%	+6%	n/a
College/Career Readiness	80%	85%	+5%	n/a

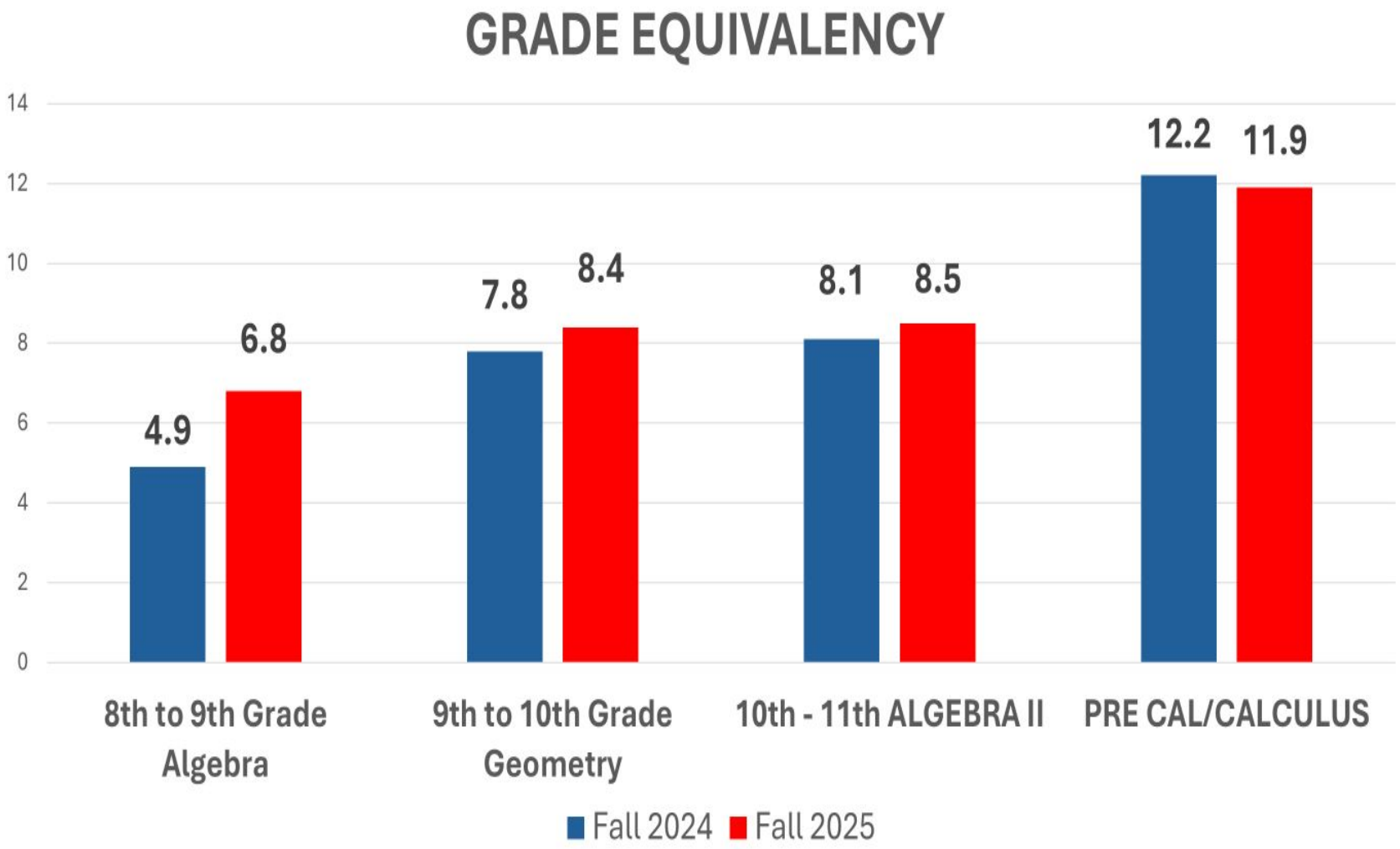
Renstar & IXL - Math Diagnostic Results

Grade	IXL Grade Level Equivalent	IXL % Below Grade Level	Necessary growth in one year by IXL metric	RenStar Grade Level Equivalent [average]	Necessary growth in one year by Renstar metric
Grade 6	3.7	73%	+2.3 years	4.1	+1.9 years
Grade 7	3.9	92%	+3.1 years	4.3	+2.7 years
Grade 8	4.2	67%	+3.8 years	6.2	+1.8 years
Grade 11	6.0	70%	+5 years	8.5	+2.5 years

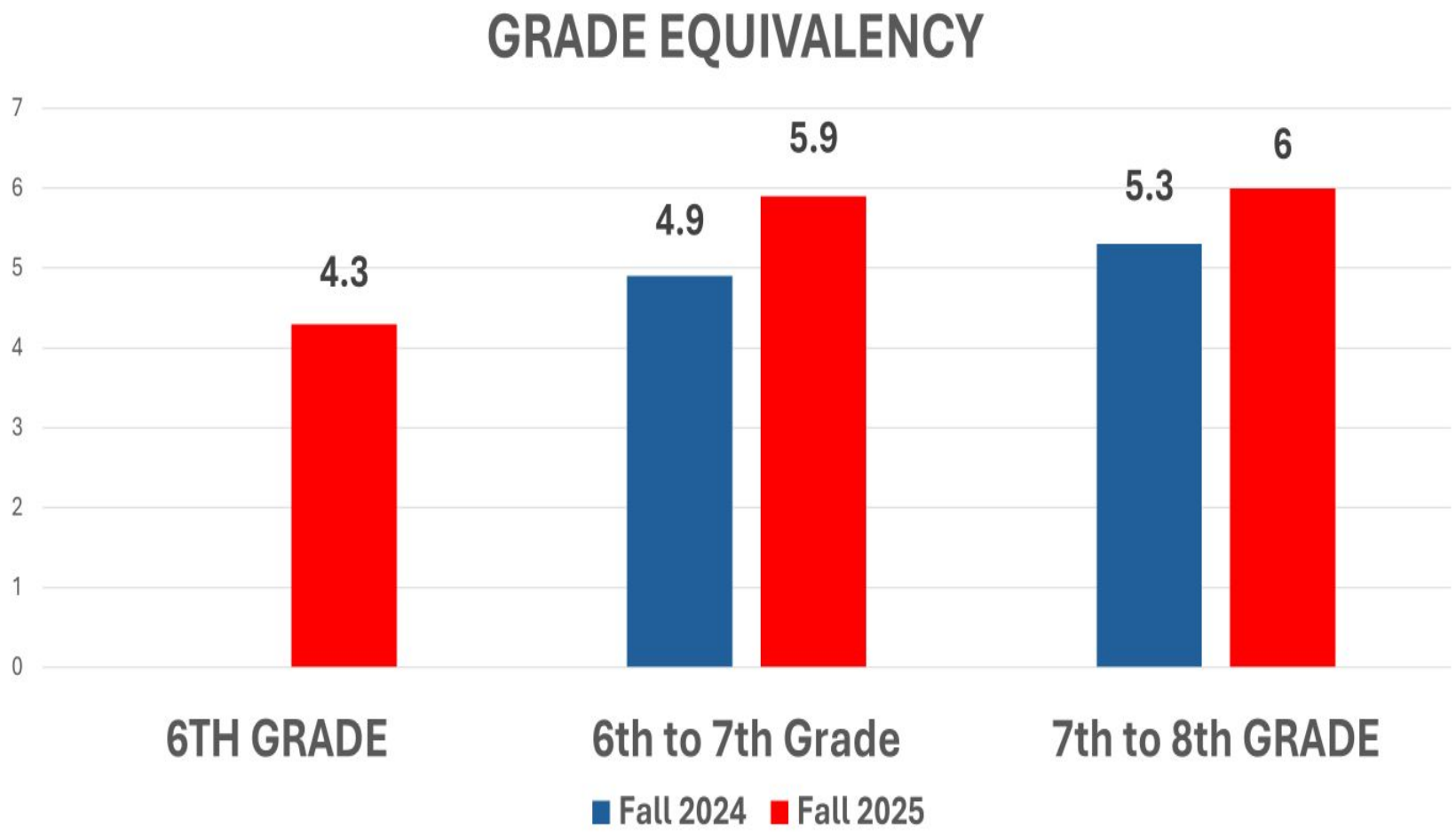
RenStar - MS Math



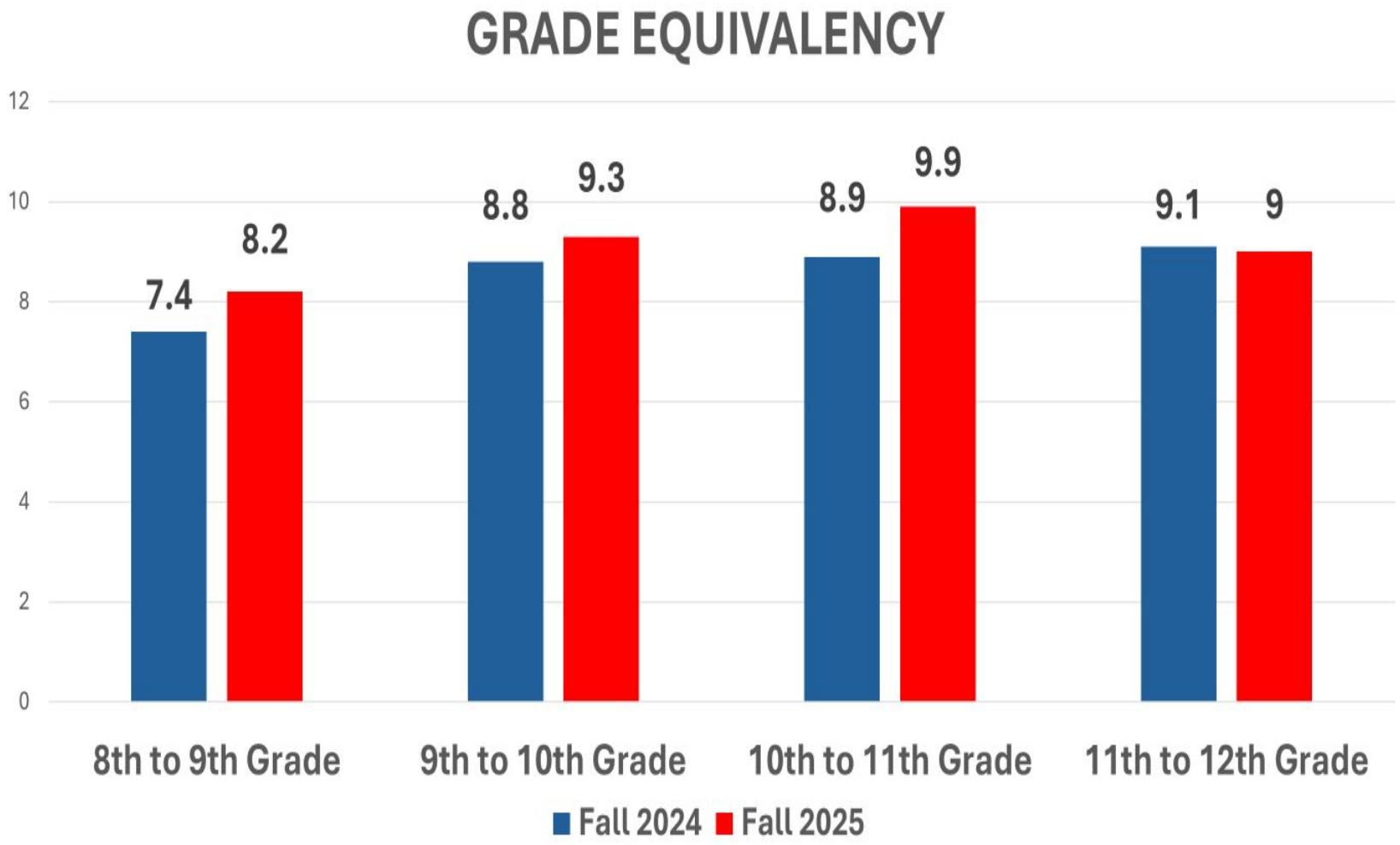
RenStar - HS Math



RenStar - MS ELA



RenStar - HS ELA



First Things First: What Will We Do Differently fFrom Last Year?

- 3 New Experienced Math Teachers
- New Special education administrator and support staff
- New Math Tutor Concept
  - Full year implementation instead of ½ a year
  - Doubled number of tutors and doubled the number of full time tutors
  - Added tutor training and a tutor curriculum aide
  - Added tutor progress tracking system for cadets
  - Added tutor caseload and incentives
  - Doubled math teacher coaching to bi-monthly [data analysis and observation/planning]
  - Tripled the math department's enthusiasm and collaborative spirit
  - Increased # of math intervention sections by 4
  - **Tripled the # of tutor to cadet face time hours from an average of 1.5 hrs per week to 4.5 hrs per week**
  - **Tripled the # of cadets who will receive intensive tutoring in math**
  - Raised academic expectations. "no D" policy at the middle school. All grades lower than a C will attend winter session/Saturday schools and be assigned mandatory tutoring.

What's Different This Year Beyond Math?

- New Reading Intervention Program for Middle School
  - 3rd Quest - targets the "just below grade level"
  - Read 180 & System 44 - targets "significantly below grade level and English Learners
  - Reading Intervention Coach
- New English Language Development [ELD] Teachers
- Operation "ALL HANDS" supervision schedule
  - All management and non classroom based staff are assigned hallway supervision schedule by period to reduce tardies, out of class roaming, bathroom vandalism and drug use
- New Special Education Teachers & Training
- Expanded Cadet Services Center to oversee progressive discipline and restorative practices
- New Cadet Leader Mentoring Program for HS cadets to intercede and counsel MS cadet behavior

Math Improvement Plan

Phase 1 - Q1

July - October 2025

Tutor Integration Strategies

- ★ Hire 12 Tutors: 7 Full Time, 4 Part Time
  - 225 cadets with personalized math attention
- ★ Full Time Case Managers - 25 Cadets Each, plus classroom support
- ★ Part-Time Tutors 10 cadets each, plus classroom support
  - Parent Partnership & Communication
  - Incentives for Cadets & Tutors
  - Progress Monitoring Tool
  - Before, during, after and Saturdays face to face and virtual,
    - **Goal: 5 touch points per week**
- Push-in and Pull-out Support
- Warm-Up Assistance & Exit Ticket Review
- Daily Tutoring - Before & After School
- Mandatory Tutoring Assigned by Teachers

Math Intervention Classes x 7

Blended Learning Model
Small Group Tutor Led Station Rotations

- IXL Personal Skill gap Station
- Table Group Remediation - Skill Development
- Grade-Level Instruction - Core curriculum
- Math Standard - Performance Task (CAASPP Test Aligned)

  6th - 41 Cadets
  7th - 51 Cadets
  8th - 68 Cadets

Assessment Strategy

- Diagnose, place and assign or reassign:
  - Renstar, IXL, CAASPP data analysis
- Monthly FIABs and IABs (CAASPP State Practice Test)
  - 2 instructional; 2 indiv progress monitoring scores
- Quarterly ICAs (CAASPP State Comprehensive Practice Test)
  - 2 instructional; 2 indiv progress monitoring score
- Coach Led Bi-Monthly Cycle of Inquiry for Data Use
  - Math Collaboration on Assessment Performance
- Error Analysis and Spiral Review
  - Assessment Re-engagement
  - Use to feed specialized assignments for tutorials

Teacher Support

- Silicon Valley Math Initiative (SVMI) Professional Development
  - 3 day conference
- Bi-Monthly Check Ins - Data Review (SVMI)
  - Coach Led data sessions
- Instructional Coaching - (SVMI)
  - Personalized coaching cycles for 4 MS teachers
- Academic Language Focus
  - Unpacking language rich math problems for our English Learners

CAASPP Focus Support

- Grades 6-8: Ratios, Algebra, Geometry, Statistics
- Grade 11: Functions, Algebra, Modeling
- Performance Tasks and Constructed Response
- Deconstructing Test Language

Math & Literacy Improvement Budget

Strategy	Details	Cost
Math Tutors	4 part time, 8 full time [*to date, still hiring]	$516,878.72
Double Math Intervention sections from 4 to 7	1 FTE Experienced Math Teacher; Blended Learning Model; personalized remediation	$121,000
Math Teacher Coaching; Tutor Training; Data Analysis for reteaching	Silicon Valley Math Initiative -Monthly Professional Learning for all math teachers -Coaching for 4 middle school teacher, Data progress review/tracking	$49,700
Reading Program Coach	Lauren Greenberg Consultant: -Read 180/System 44 implementation -3rd Quest implementation; cadet assessment	$44,000
Math Jam Saturday Camps	$150 x10 tutors x 10 Saturdays + cadet snacks & incentives	$19,000
Safe and Civil Schools - Classroom Management MS focus	-training seminar 5 teachers & 4 administrators 9/27 -training all administrators + observations 10/13 -training all staff Jan 5th; all administrators + 2/2	$32,000
	Total:	**$775,478.72**

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