



Oakland Military Institute, College Preparatory Academy

Regular Board Meeting

Published on November 17, 2025 at 3:27 PM PST
Amended on November 18, 2025 at 7:43 PM PST

Date and Time

Thursday November 20, 2025 at 4:00 PM PST

Location

Address: 3877 Lusk St. Oakland, CA 94608

Room: B104, B Side Building

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

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

Agenda

	Purpose	Presenter	Time
I. Open Session			

	Purpose	Presenter	Time
II. Opening Items			4:00 PM
A. Roll Call			
B. Call the Meeting to Order			
CALL TO ORDER: The Chairman of the Governing Board of Directors will call the Oakland Military Institute College Preparatory Academy meeting to order at 4:00 PM, or as soon thereafter as possible.			
C. Public Comment			3 m
INVITATION TO ADDRESS THE BOARD: Non-Agenda, Agenda, and Closed Session items.			
Summary: The Board encourages public comment concerning any item of importance and will recognize requests to speak before the item is discussed or voted upon. To assure your rights to address any action item, please notify the Executive Director's Office of your desire to speak by noon the day prior to the Board Meeting; however, we will also make comment cards available at the podium. Those requesting to address the Board will have a total of two (2) minutes.			
The Board encourages public comment concerning any item of importance and will recognize requests to speak on items not appearing on the Agenda. Speakers should be aware that the Board members are not permitted to comment on the issues they raise, but may request those items to be properly agendized for inclusion in the discussion at a future meeting.			
If anyone has any questions or concerns, please contact the Executive Assistant to the Superintendent/Commandant Liaison Mr. Carlos Rodriguez at crodriguez@omiacademy.org .			
D. Ordering of the Agenda			
III. Approval of Consent Items			4:03 PM
A. Minutes of August 28, 2025 Board Meeting	Approve Minutes	Carlos Rodriguez	1 m
B. Personnel Report		Kathryn Wong	5 m

	Purpose	Presenter	Time
C.	New Contracts	CMSgt (CA) Thomas James	10 m
IV.	Cadet Commander Report		4:19 PM
A.	Cadet Commander's Report		
V.	Superintendent's Update		4:19 PM
Dr. Streshly will provide the OMI Board an update on the following items:			
	<ul style="list-style-type: none"> • Ethics Training • Immigration Enforcement • Grants Update • WASC Report 		
A.	WASC Report	Mary Streshly	3 m
VI.	Information/Discussion Items		4:22 PM
A.	Math Committee Report	Jonathan Pike	5 m
B.	2025-2026 Williams Monitoring Facilities Report	CMSgt (CA) Thomas James	2 m
C.	Financial Update	Jessika Welcome	5 m
VII.	Action Items		4:34 PM
A.	Approve First Interim Budget Report		5 m
B.	Consideration of Employee Cost of Living Allowance for 2025-2026 (COLA)	FYI Mary Streshly	5 m
C.	Approve Measure G1 Audit Report	Jessika Welcome	5 m
D.	Update to OMI Bridge Bank Authorized Signers	CMSgt (CA) Thomas James	3 m
E.	BP 5145.9 - Observations by Family Members and/or Private Providers	Zandra Texeira	3 m

	Purpose	Presenter	Time
F. BP 6164.41 - Requests for Independent Educational Evaluations		Zandra Texeira	3 m
G. BP 5141.25 - Private Providers Delivering Services During School Hours		Zandra Texeira	3 m
H. Approve BP 5125.7 – Letter of Recommendation Request Procedures		CMSgt (CA) Thomas James	5 m
I. Approve BP 4119.12 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedure (Revision)		Shawna Lipsey	5 m
J. Approve BP 6158 Independent Study Policy Revision		Shawna Lipsey	3 m
The new independent study policy is being revised to include long-term independent study (15+ days) and to include all necessary statutory requirements.			

VIII. Board Member Comments**IX. Future Planning**

- A.** Governance Calendar

X. Closing Items**5:14 PM**

- A.** Adjourn to Closed Session
- B.** Reconvene to Open Session 5 m
- C.** Adjourn Meeting Discuss Jerry Brown 1 m

Coversheet

Minutes of August 28, 2025 Board Meeting

Section: III. Approval of Consent Items
Item: A. Minutes of August 28, 2025 Board Meeting
Purpose: Approve Minutes
Submitted by: Carlos Rodriguez
Related Material: Minutes for Regular Board Meeting on August 28, 2025

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on August 28, 2025.

RECOMMENDATION:

The OMI Board of Directors approves the attached minutes for the Regular Board Meeting held on August 28, 2025.



Oakland Military Institute, College Preparatory Academy

Minutes

Regular Board Meeting

Date and Time

Thursday August 28, 2025 at 4:00 PM

Location

Address: 3877 Lusk St. Oakland, CA 94608

Room: B104, B Side Building

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

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Directors Present

A. Campbell Washington, B. Cross, M. Mares, S. Bryce

Directors Absent

D. Clisham, J. Brown, J. Wire

Guests Present

6 in person audience members, C. James, C. Rodriguez (remote), J. Pike, J. Welcome, K. Wong, M. Streshly, S. Lipsey

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

M. Mares called a meeting of the board of directors of Oakland Military Institute, College Preparatory Academy to order on Thursday Aug 28, 2025 at 4:19 PM.

C. Public Comment

There was no public comment at this board meeting.

D. Ordering of the Agenda

A. Campbell Washington made a motion to keep the agenda as written.

S. Bryce seconded the motion.

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

II. Approval of Consent Items

A. Minutes of June 25, 2025 Board Meeting

A. Campbell Washington made a motion to approve the minutes from Regular Board Meeting on 06-25-25.

B. Cross seconded the motion.

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

B. Personnel Report

A. Campbell Washington made a motion to approve the personnel report.

B. Cross seconded the motion.

Marc Mares asked about the civilian side vacancies like the paraprofessionals and the school psychologist. Dr. Streshly explained that the paraprofessional position was actively being searched for. The school psychologist position is being left open in the event that someone applies.

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

C. New Contracts

A. Campbell Washington made a motion to approve the new contracts.

B. Cross seconded the motion.

CMSgt James spoke on the relationship that OMI has with Coast Guard Island and mentioned that OMI gets to use their fields for sports, as well as a partnership for mentorship and coaching.

The CORE districts growth indicator could be OMI's strongest indicator going in to the charter renewal window.

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

III. Cadet Commander Report

A. Cadet Commander's Report

Bill Tran and Thalia Lopez gave a brief presentation... as Bryan Ramos could not be attend to give the presentation.

Thalia explained that the OMI entrance camp had more candidates than in previous years, with a 93% success rate this year. Numerous candidates passed the camp with excellent standards. Some students are still candidates going into the school year because they enrolled later than the camp in July. The camp for those candidates would be held at the beginning of the school year.

Thalia mentioned that the OMI Cares initiative was supported by over 150+ cadets throughout the year, and 14 community service projects were done.

Marc Mares asked who would get the survey results for the survey landscape/climate initiative that is being led by cadet Arden Zhu. The project was still in the early stages when the board meeting was in session, but those key dates would be established immediately after.

IV. Superintendent's Update

A. Superintendent's Update

The superintendent, Dr. Streshly, gave a presentation on these topics:

- **Invitation to the OUSD Board of Directors for OMI Visit:** Dr. Streshly and CMSgt James invited the OUSD Board of Directors to visit OMI. At the time of the board meeting, three board members made reservations with her to visit the school. One of the board members was a student board member named Marianna. She was very interested in the OMI program and especially fascinated that her grade counterpart at OMI was far ahead in dual enrollment/college credits than the students at her school. Van Cedric Williams also came to tour the school. Dr. Strehly invited the OMI board of directors to come visit the school when the OUSD board members were here.

The visiting board members were given an OMI swag bag that contained information about the school.

- **Edtec Charter renewal CAASPP and ELPAC analysis:** Emphasis on the growth of the cadets in the distance from the standard. The cadets who spend more than one year at OMI tend to move between proficiencies in a positive direction by 15 or more points.
- **Introduction of Special Education Administrator:** Dr. Streshly introduced OMI's new Special Education Coordinator, Zandra Texeira. Zandra mentioned that in the short time that she has been at OMI, she has enjoyed all the interactions she has had so far.

V. Action Items

A. Approve SACS Unaudited Actuals Report

A. Campbell Washington made a motion to approve the SACS unaudited actuals report.

B. Cross seconded the motion.

Jessika Welcome gave the Board a look back at the 2024-2025 year end net income. OMI was projected to be -\$530,000 at the end of the year but ended the year with a positive \$36,000.

The additional revenue could be attributed to the increased ADA.

She gave the Board of Directors a timeline for the audit, and she explained that the report needs to be board-approved and submitted by December. Also, the Measure G1 audit deadline is December 1st.

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

VI. Information/Discussion Items

A. Financial Update + CD Contribution

Jessika continued with her financial update. One word that could sum up her financial update is Math. OMI, with the help of the donation from Governor Jerry Brown, put an emphasis on the math initiative. Cadets have been able to be tutored more frequently throughout the week due to the hiring of full-time and part-time math tutors. Governor Brown has committed to fund the entire math initiative and Dr. Streshly explained that this would be roughly \$700,000 without augmentation throughout the year.

The prior year's revenue displayed in the chart was mentioned to be the kitchen money and the Prop 28 money. The FTE has increased in both arts and music so all of the funding will be expended.

The budget was made with the assumption that OMI would have 500 cadets enrolled. At the end of the first attendance period, OMI had 519 cadets enrolled. If OMI maintains that, that could be an additional \$250,000-\$300,000 in revenue.

Jessika and CMSgt James explained that they are going to put \$800,000 back into the bank for the CD (certificate of deposit), along with the \$200,000 that has been in CDs since \$800,000 was reallocated to the safety net again. OMI will have a comfortable gap between the operational cash and the one-month payroll requirement.

B. Governance Calendar

Dr. Streshly explained that the governance calendar is for the Board of Directors to have an idea of what the board meetings will likely consist of. Simon Bryce asked Dr. Streshly and the staff to add the word anticipated to the draft so that not everything is set in stone and has to be present on the board agenda.

Marc Mares asked Dr. Streshly and the staff to add a recruiting row, specifically for the timeline (recruiting cycle).

C. Summer School 2025 Outcomes

BG Cross asked about the number of cadets in summer school and if the number presented was high or low. Mr. Pike said that we do not accept Ds only Fs for this summer school but this upcoming year we will not have Ds in the grading scale. The summer school mostly consisted of cadets who needed to remediate math. Mr. Mares asked what happened to the cadets that did not complete the summer school remediation, and Mr. Pike said that some cadets were retained.

D. Conversion, Camp, and Enrollment Summary

CMSgt Thomas James explained that OMI was expecting a 185-candidate camp and 157 candidates attended camp. 147 candidates completed the camp, and 2 candidates were placed on contracts.

At the time of the board meeting, some candidates still had to complete the camp as they were accepted after the camp had happened.

Communication was highly effective this go around because the final cadet count conversion rate was higher than previous years. OMI staff also had a flood of prospective families in the month of July, so the staff spent time communicating with all those families and explained their path to becoming a cadet.

E.

Math and Literacy Plan Overview

Jonathan Pike explained that he and the staff reviewed the CAASPP scores and dashboard indicators to evaluate OMI's progress.

Cadets were also given a diagnostic assessment to establish a baseline of their knowledge, allowing teachers to plan instruction more effectively.

Mr. Pike noted that OMI currently uses two diagnostics: IXL and RenStar. He observed stronger growth trends on the IXL assessments compared to RenStar. Cadets performing below grade-level expectations receive additional tutoring. Staff also recognized the need to build cadets' test stamina to reduce fatigue during assessments.

Marc Mares asked whether RenStar could be removed since OMI also has IXL. Dr. Streshly responded that both assessments would be kept in place to measure growth for the upcoming charter renewal.

In addition to supporting cadets through tutoring, OMI also schedules professional development days to strengthen teacher practices. Mr. Pike emphasized that the greatest current challenge for cadets is unpacking the academic language in word problems.

VII. Board Member Comments

A. board member comments

Mares acknowledged the improvement in math scores but emphasized the importance of maintaining academic rigor. He also noted the need to be mindful of cadets transferring to other high schools and suggested addressing this topic during Back-to-School Nights and recruitment efforts.

BG Peter Cross expressed his appreciation to the cadets who presented at the board meeting.

VIII. Closing Items

A. Adjourn Meeting

B. Cross made a motion to adjourn the board 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 5:35 PM.

Respectfully Submitted,
M. Mares

Coversheet

Personnel Report

Section: III. Approval of Consent Items
Item: B. Personnel Report
Purpose:
Submitted by: Kathryn Wong
Related Material: Civilian Staff Changes 11-20-2025 BM.pdf
MilStaff Staff Changes 11-20-2025 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 August 28, 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 Staff as of August 28, 2025- November 12, 2025				
New Hire:				
Last Name	First Name	Job Title Description	FTE	Start Date / Separation Date:
Auguste	Christiena	Substitute Teacher	1	10/6/2025
Lein	Anna	Math Teacher	1	10/17/2025
Li	Sydney	Math Tutor	1	11/3/2025
Ly	Jamie	SPED Aide	1	8/29/2025
Pickett	Lillian	Substitute Teacher	0.5	10/6/2025
Rivera-Castro	Leonel	Math Tutor	1	9/2/2025
Robles-Camacho	Staicy	Bilingual Aide	1	10/6/2025
Supak	Mayzee	Math Tutor	1	10/6/2025
Tran	My	Substitute Teacher	1	9/9/2025
Tuitasi	Marie	MS English Teacher	1	11/3/2025
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:
Blevins	William	SPED Teacher	1	10/17/2025
Carter	Patrick	Math Tutor	0.49	9/24/2025
Fanny	Nasrani	ASP Aide	0.49	9/24/2025
Teacher/Staff Vacancies:				
		MS Science Teacher	1	
		Education Specialist	1	
		SPED Aide	1	
		School Psychologist/Mental Health	1	

Oakland Military Institute (OMI) College Preparatory Academy School Military Staff as of September 1, 2025 - November 1, 2025				
New Hire:			FTE	Start Date / Separation Date:
Last Name	First Name	Job Title Description		
Return from Military Furlough:				
Last Name	First Name	Job Title Description		
Paoletti	Nicolas	Chief of Operations		11/1/25
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		
Blocho	James	Chief of Operations (Temp Backfill)		10/30/2025

Coversheet

New Contracts

Section: III. Approval of Consent Items
Item: C. New Contracts
Purpose:
Submitted by: CMSgt (CA) Thomas James
Related Material: 25-26 CEI PLLN-V OMI_Executed.pdf
Safe & Civil Schools Services Agreement.pdf
mbasnage_independentcontractoragreement_11202025.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: CEI

Contract #2: Safe & Civil Schools - Ancora Publishing

Contract #3: Mark Basnage

Contract #4:

Contract #5:

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.



2025-26 COMMUNITY ENGAGEMENT INITIATIVE (CEI) PEER LEADING AND LEARNING NETWORK (PLLN) DISTRICT/LEA AGREEMENT COHORT V AND/OR COHORT VI

This AGREEMENT is made by and among the Marin County Superintendent of Schools and the Marin County Office of Education (collectively, "Administrative Agent"), acting on behalf of the California Collaborative for Educational Excellence ("CCEE"), and **Oakland Military Institute, College Preparatory Academy** ("DISTRICT"). Hereinafter, the Administrative Agent (on behalf of the CCEE) and DISTRICT shall be referred to collectively as "PARTIES."

Background

The Community Engagement Initiative ("CEI") was established by the California State Legislature and the Governor on June 27, 2018 (Section 140 of Assembly Bill No. 1808 ("AB 1808"), Chapter 32 of the Statutes of 2018) for the purpose of all of the following:

- (1) Building capacity in communities and school districts to have difficult conversations with each other and build trust, with a focus on improving outcomes for pupils.
- (2) Identifying effective models of community engagement and metrics to evaluate those models.
- (3) Developing effective peer-to-peer partnerships between school districts and county offices of education, utilizing the existing professional learning networks structure administered by the CCEE, to deepen community engagement using lessons learned from the work identified in paragraph (1) and the models identified in paragraph (2).
- (4) Scaling up the work identified in paragraphs (1), (2), and (3) to improve community engagement statewide and incorporate practices that prove effective towards school district and county office of education continuous improvement efforts.

Pursuant to AB 1808 and the resulting Request for Applications ("RFA"), the California Department of Education ("CDE") and the CCEE, with approval from the executive director of the State Board of Education ("SBE") selected the San Bernardino County Superintendent of Schools ("SBCSS"), Families In Schools ("FIS"), and the California Association for Bilingual Education ("CABE") as the expert Lead Agency Consortium, consistent with Section 52073.1 of the Education Code, to co-administer the CEI with the CCEE.

The CCEE and the Lead Agency Consortium were charged with soliciting teams to participate in the CEI and included professional learning networks. For the first professional learning network, they were required to select four to six geographically diverse teams that represent different regions of the state and include community members, pupils, school site staff and leadership, school district staff and leadership, and county office of education staff and leadership affiliated with a common single school district. In the selection process, AB 1808 required positive consideration be given to teams that are engaging in activities consistent with building capacity in communities and school districts to have difficult conversations with each other and build

trust, with a focus on improving outcomes for pupils, and teams that have been successful in engaging community members that have not historically been engaged with their school district.

The 2022-23 Education Omnibus Budget Trailer Bill (Assembly Bill 181, Chapter 52 of the Statutes of 2022) funded and established an expansion of the CEI (now known as CEI 2.0). The initiative's next phase will be led by the California Collaborative for Educational Excellence (CCEE) in partnership with the San Diego County Office of Education (SDCOE), the University of San Diego (USD), and Eskolta School Research and Design, as the Lead Agency Consortium. The expansion will build on CEI 1.0's foundation to reach more California districts, schools, county offices, community partners, families, and students.

The PARTIES hereby agree as follows:

SECTION I: Privileges and Obligations of DISTRICT and DISTRICT TEAM MEMBERS, to be enforced by DISTRICT

A. Peer Leading and Learning Network. DISTRICT agrees to participate in Cohort V and/or Cohort VI PLLN in pursuit of the statutorily-defined goals set forth above. Participating in the PLLN includes, but is not limited to, the following:

- Organizing a team to participate in the Cohort V and/or Cohort VI PLLN through June 30, 2026, with a minimum of eight meetings per year. DISTRICT shall provide CCEE and LEAD AGENCY CONSORTIUM with a list of all 2025-26 DISTRICT TEAM MEMBERS no later than September 1, 2025. All DISTRICT TEAM MEMBERS shall participate in all PLLN meetings.
 - If a DISTRICT TEAM MEMBER has a reasonable and irreconcilable conflict that prevents attendance at a meeting, the DISTRICT shall inform the CCEE (info@californiaengage.org) and LEAD AGENCY CONSORTIUM immediately and seek a replacement who can fill the vacated role. DISTRICT shall secure a replacement for any DISTRICT TEAM MEMBER who is unable to continue participating in the PLLN within one month of the TEAM MEMBER providing notice of withdrawal, and, in such a circumstance, shall notify the CCEE and LEAD AGENCY CONSORTIUM of any proposed replacement with sufficient time for them to ensure the proposed replacement meets all participant requirements.
 - If a DISTRICT TEAM misses a meeting, the DISTRICT shall confer with the CCEE and LEAD AGENCY CONSORTIUM to determine whether continued participation in the PLLN is appropriate or if this AGREEMENT should be terminated. If a DISTRICT TEAM misses **two** meetings, this AGREEMENT shall be terminated pursuant to Section III.E below unless the CCEE and LEAD AGENCY CONSORTIUM determines an exception is warranted.
- Communicating regularly with the CCEE and LEAD AGENCY CONSORTIUM regarding the PLLN, including reading, and responding promptly to, all PLLN-related communications from the CCEE and LEAD AGENCY CONSORTIUM.
- Responding to all research inquiries regarding the CEI and the PLLN from, or facilitated by, the CCEE, the LEAD AGENCY CONSORTIUM, or anyone conducting an evaluation on behalf of the CCEE and/or LEAD AGENCY CONSORTIUM. Inquiries may include, but are not limited to, surveys, focus groups, and end-of-year reflection documents.
- Permitting any CCEE or LEAD AGENCY CONSORTIUM staff member or representative to attend all or part of any DISTRICT team meeting.

- Sharing resources developed through engagement in the PLLN with the CCEE, LEAD AGENCY CONSORTIUM and future CEI PLLNs.
 - Engaging in open dialogue on issues related to improving local pupil outcomes. Individual DISTRICT TEAM MEMBERS will be expected to share professional and personal experiences related to topics within the scope of the CEI and its goals to support the success of the PLLN.
 - Partnering with other communities and school districts on improving community engagement.
 - Actively supporting the goals and objectives of the PLLN.
 - Keeping DISTRICT's governing board regularly informed of the DISTRICT's engagement in the PLLN as needed.
 - Providing meeting space at a DISTRICT school site (or a nearby location accessible to all TEAM MEMBERS) for PLLN meetings that is video-conference capable at no cost for any participant, when necessary.
 - Pursuant to *Education Code* Section 52073.3 (f)(3A), the CEI shall support the districts/LEA's Community Engagement/Community School efforts, and team members' participation in the CEI (including internal staff, family/caregivers, community-based organizations, etc.)
- B. **Content License.** DISTRICT agrees to grant CCEE, LEAD AGENCY CONSORTIUM, and all participants in current and future CEI PLLNs a free, transferable, non-exclusive license to use, reproduce, and distribute all information and content created by the DISTRICT or DISTRICT TEAM MEMBERS and presented or distributed at a PLLN meeting or as part of communications with or between PLLN participants provided (i) the use, reproduction, and distribution is limited to educational and training purposes, (ii) the information and content is not sold, reproduced, or used, in whole or in part, as part of any fee-generating activity or product, and (iii) the DISTRICT or TEAM MEMBER, as appropriate, is identified as the creator and/or owner of the information and content by including the appropriate name or logo on the information or content. The information and content produced, either in whole or in part, by a DISTRICT or TEAM MEMBER and presented or distributed at a PLLN meeting or as part of communications with or between PLLN participants shall not be copyrighted or patented by anyone other than the owner.
- C. **Assignment.** Neither this AGREEMENT nor any duties or obligations under this AGREEMENT may be assigned by DISTRICT without the prior written consent of CCEE. Any assignment or purported assignment of this AGREEMENT by DISTRICT without prior written consent of CCEE will be deemed void and of no force or effect.
- D. **Conflict of Interest.** DISTRICT covenants, by itself and on behalf of its officers and directors, that it presently has no financial interest, including but not limited to, other projects or independent contracts, and shall not acquire any such interest, direct or indirect, which would conflict in any manner or degree with the satisfaction of the obligations under this AGREEMENT. DISTRICT further covenants, by itself and on behalf of its officers and directors, that in satisfying this AGREEMENT, no person having any such interest shall knowingly be employed or retained by it under this AGREEMENT.
- E. **Non-Discrimination.** Neither DISTRICT, nor any officer, agent, employee, or subcontractor of DISTRICT shall discriminate in the provision of services, allocation of benefits, accommodation in facilities, or employment of personnel on the basis of ethnic group identification, race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or any

other characteristic protected by law, in the performance of this AGREEMENT. To the extent they shall be found to be applicable hereto, DISTRICT and any officer, agent, employee, or subcontractor of DISTRICT shall comply with the provisions of Section 508 of the federal Rehabilitation Act of 1973, the Federal Civil Rights Act of 1964 (P.L. 88-352), the Americans with Disabilities Act of 1990 (42 U.S.C. §1210 et seq.), and the Fair Employment and Housing Act (Gov. Code §12900 et seq.), the regulations promulgated thereunder (Cal. Code Regs., tit. 2, §11000 et seq.), the provisions of Article 9.5, Chapter 1, Part 1, Division 3, Title 2 of the Government Code (Gov. Code §§11135-11139.5), and the regulations or standards adopted by the awarding state agency to implement such article.

- F. **Insurance Requirements.** DISTRICT shall, at DISTRICT'S expense, procure and maintain for the duration of this AGREEMENT general liability, workers' compensation, if required by applicable law, automobile liability and other insurance to protect against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the Services or this AGREEMENT by DISTRICT and DISTRICT'S Subcontractors, officers, employees, agents, or representatives. MCOE/CCEE in no way represents or warrants that the insurance required under this Section F is sufficient to protect DISTRICT for liabilities that may arise from or relate to this AGREEMENT.

The general liability insurance shall have a per-occurrence limit of not less than Two Million Dollars (\$2,000,000). All such insurance will be equivalent to coverage offered by a commercial general liability form, including, without implied limitation, personal injury and contractual liability coverage for the performance by Provider of the indemnity provisions set forth in this AGREEMENT.

The workers' compensation insurance, if required by applicable law, shall insure DISTRICT'S obligations and liabilities under the workers' compensation laws of California, including, without implied limitation, employer's liability insurance in the limits required by the laws of California.

- G. **Invoicing.** To defray some of the costs of DISTRICT TEAM MEMBERS, including family/caregivers, students, community partners, and other non-district employees on the TEAM, participating in the Cohort V and/or Cohort VI PLLN meetings, DISTRICT may submit a quarterly invoice, along with supporting documentation, pursuant to activities outlined in Section I.A. of this AGREEMENT, which include the following:

- Participation in Cohort V and/or Cohort VI PLLN Meetings
- Provide resources and compensation for team members' participation in the CEI (including internal staff, family/caregivers, community-based organizations, etc.) pursuant to *Education Code Section 52073.3 (f)(3A)*

The sum of all invoices submitted by DISTRICT under this AGREEMENT shall not exceed **\$70,000** for the 2025-2026 fiscal year. CCEE will provide an invoice template aligned with the following participation rate structure, applicable to eight meeting days total:

In Person and Virtual Participation Level	Rate per Cohort V and/or Cohort VI PLLN Meeting Day	Rate Description
Full Participation (70-100%)	\$8,750	At least 70% attendance and engagement with tools, resources, and activities (i.e. note catcher, end-of-year tracking)
Prorated Participation (<70%)	\$6,125	Partial attendance of team members per meeting and limited engagement

Invoices may be submitted at any time, but no later than 30 days after each quarter. The final invoice must be submitted within 30 calendar days after the termination date of this AGREEMENT and must be marked "FINAL" by the DISTRICT. No payments will be made to the DISTRICT after this period. All invoices shall state the total amount for the invoice and be submitted via email to CCEE Accounts Payable at ap_ccee@ccee-ca.org. If requested by the Administrative Agent, DISTRICT shall provide additional documentation supporting an invoice.

SECTION II: Privileges and Obligations of CCEE/Administrative Agent

- A. **Funding.** In accordance with the invoicing provisions and requirements set forth in Section I.G. above, CCEE/Administrative Agent shall provide DISTRICT up to **\$70,000**, for satisfactory participation in the 2025-26 Cohort V and/or Cohort VI PLLN meetings.

Associated costs of services (e.g., copying and printing) shall be borne by DISTRICT or DISTRICT TEAM MEMBERS within the existing contract budget will not reimburse DISTRICT or DISTRICT TEAM MEMBERS for such expenses. Neither the Administrative Agent, nor the CCEE, nor the LEAD AGENCY CONSORTIUM has any financial obligation to DISTRICT or DISTRICT TEAM MEMBERS other than those detailed in this AGREEMENT. It is agreed between the PARTIES that this total amount may only be amended in writing by mutual agreement of the PARTIES. DISTRICT will be responsible for any costs related to satisfying this AGREEMENT beyond this sum.

- B. **Content License.** CCEE agrees to grant DISTRICT a free, non-transferable, non-assignable, non-exclusive license with respect to all information and content CCEE develops with or for use by LEAD AGENCY CONSORTIUM MEMBERS and/or PLLN participants provided (i) the use, reproduction, and distribution is limited to educational and training purposes and (ii) the information and content is not sold, reproduced, or used, in whole or in part, as part of any fee-generating activity or product.

SECTION III: Further agreement by all PARTIES

- A. **Term.** The term of this AGREEMENT shall be from **September 1, 2025** through **June 30, 2026**.
- B. **Partial Satisfaction.** Acceptance by all PARTIES of some obligations to be satisfied under this AGREEMENT does not operate as a release from any remaining obligations under this AGREEMENT.
- C. **Independent Contractor.** It is agreed that DISTRICT and all officers, employees and agents of DISTRICT are acting as an independent contractor of CCEE/Administrative Agent and not as a partner, joint venturer, agent or employee of Administrative Agent or CCEE. Personnel tasked by each DISTRICT with ensuring satisfaction of the obligations under this AGREEMENT shall at all times be under the DISTRICT'S exclusive direction and control. DISTRICT shall pay all the wages, salaries and other amounts due such personnel in connection with satisfying its obligations under this AGREEMENT and as required by law. DISTRICT shall be responsible for all reports and obligations respecting such personnel, including but not limited to, social security taxes, income tax withholdings, unemployment insurance, and workers' compensation insurance. It is further understood and agreed by the PARTIES hereto that DISTRICT in the satisfaction of its obligations hereunder is subject to the control or direction of CCEE/Administrative Agent merely as to the result to be accomplished by the obligations hereunder agreed to be rendered, performed, and satisfied, and not as to the means and methods for accomplishing the results. It is agreed that Administrative Agent/CCEE will not withhold any federal or state income tax from payment made pursuant to this AGREEMENT but will provide DISTRICT with a statement of payments upon request if necessary.

- D. No Third Party Beneficiaries. Nothing contained in this AGREEMENT shall create a contractual relationship with or a cause of action in favor of any third party against one or more of the PARTIES.
- E. Termination. Any of the PARTIES may terminate this AGREEMENT without cause upon 30 days written notice served upon all other PARTIES stating the effective date of termination. A notice of termination shall be effective when received.
- F. Waiver of Default. Any waiver by any of the PARTIES of any breach of any one or more of the terms of this AGREEMENT shall not be construed to be a waiver of any subsequent or other breach of the same or of any other term hereof. Failure on the part of any of the PARTIES to require exact, full and complete compliance with any terms of this AGREEMENT shall not be construed as in any manner changing the terms hereof, or stopping CCEE from enforcement hereof.
- G. Force Majeure.
1. In the event any DISTRICT is unable to comply with any provision of this AGREEMENT due to causes beyond its control such as acts of God, acts of war, civil disorders, flu pandemics, or other similar acts, no DISTRICT shall be held liable to CCEE for such failure to comply.
 2. In the event CCEE/Administrative Agent is unable to comply with any provision of this AGREEMENT due to causes beyond its control relating to acts of God, acts of war, civil disorders, flu pandemics, or other similar acts, CCEE shall not be held liable to any DISTRICT for such failure to comply.
- H. Hold Harmless. Administrative Agent/CCEE shall indemnify, defend and hold harmless DISTRICT, its Directors, officers, employees, agents, volunteers and authorized representatives from and against any and all liability, loss, damage or claims for injury or damages arising out of DISTRICT'S performance of this AGREEMENT but only to the extent such liability, loss or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Administrative Agent and/or CCEE.
- DISTRICT shall indemnify, defend and hold harmless Administrative Agent and CCEE, their Directors, officers, employees, agents, volunteers and authorized representatives from and against any and all liability, loss, damage or claims for injury or damages arising out of DISTRICT's performance of this AGREEMENT but only to the extent such liability, loss or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of DISTRICT.
- I. Notices. All correspondence and notices required or contemplated by this AGREEMENT shall be delivered in electronic form to the respective PARTIES at the e-mail addresses set forth below and shall be delivered in physical form to the respective PARTIES at the addresses set forth below. Any notice or other document shall be deemed to have been duly given on the date of personal service on the Parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the Parties at the addresses listed below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee. Any notice to CCEE shall also be made to Administrative Agent, and any notice to Administrative Agent shall also be made to CCEE. The address to which correspondence or notices may be given to any Party may be changed by written notice given in accordance with this Paragraph. Any notice to the DISTRICT shall be made to the following individual:

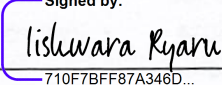
<u>DISTRICT</u>	<u>CCEE</u>	<u>Administrative Agent</u>
Oakland Military Institute, College Preparatory Academy Attn: Dr. Mary Streshly 3877 Lusk Street Oakland, CA 94608-3822 mstreshly@omiacademy.org	California Collaborative for Educational Excellence Attn: Emma Oh 1029 J Street, Suite 450 Sacramento, CA 95814 ap_ccee@ccee-ca.org	Marin County Office of Education Attn: Iishwara Ryaru 1111 Las Gallinas Avenue San Rafael, CA 94903 iryaru@marinschools.org

- J. Review by Legal Counsel. Each of the PARTIES has had the opportunity to, and have, to the extent each deemed appropriate, obtained legal counsel concerning the content and meaning of this AGREEMENT. Each of the PARTIES agrees and represents that no promise, inducement or agreement not herein expressed has been made to effectuate this AGREEMENT.
- K. Litigation Costs. Except as otherwise provided in this AGREEMENT, if any PARTY becomes involved in litigation arising out of this AGREEMENT or the performance thereof, each PARTY shall bear its own litigation costs and expenses, including reasonable attorney's fees.
- L. Governing Law; Jurisdiction; Venue; Interpretation; Severability. This AGREEMENT shall be governed by the laws of the State of California. Any legal action related to the satisfaction, performance, or interpretation of this Contract shall be filed only in the Superior Court of Marin County, and the PARTIES waive any provision of law, including California Code of Civil Procedure, § 394, subdivision (a), providing for a change of venue to another location. Prior to the filing of any legal action, the PARTIES shall be obligated to attend a mediation session with a third party mediator in an attempt to resolve the dispute, with each PARTY to bear its own costs of mediation and the costs of the mediator to be evenly divided between CCEE/Administrative Agent and each DISTRICT involved in the dispute. In the event any provision in this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.
- M. Authority to Enter into Agreement. Each Party to this AGREEMENT warrants that it has the full power and authority to enter into this AGREEMENT and to carry out the transactions contemplated by it and has taken all action necessary to authorize the execution, delivery, and performance of this AGREEMENT.
- N. Entire Agreement/Amendment. This AGREEMENT, including any Attachments to which it refers, constitutes the final, complete, and exclusive statement of the terms of this AGREEMENT between the PARTIES pertaining to the subject matter of this AGREEMENT. It supersedes all prior and contemporaneous understandings or agreements of the PARTIES. No PARTY has been induced to enter into this AGREEMENT by, nor is any PARTY relying on, any representation or warranty outside those expressly set forth in this AGREEMENT. The provisions of this AGREEMENT may be modified only by mutual agreement of the PARTIES. No modification shall be binding unless it is in writing and signed by the PARTY against whom enforcement of the modification is sought.
- O. Counterparts and Electronic Signatures. This AGREEMENT may be executed in two or more counterparts, including copies and signatures sent by facsimile, electronic mail, or other electronic means, each of which shall be deemed an original, and together will constitute a binding and enforceable agreement as if all PARTIES had executed the same copy hereof, consistent with the provisions of the Uniform Electronic Transactions Act (Civil Code § 11633.1 et seq.).

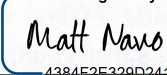
(SIGNATURES ON FOLLOWING PAGE)

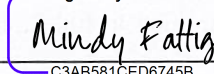
IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date hereof.

Administrative Agent

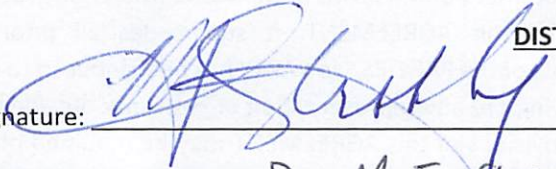
Signed by:
Signature:  Date: 9/10/2025
710F7BFF87A346D...
Printed Name and Title: Ishwara Ryaru, Assistant Superintendent - CCEE Liaison
Address: 1111 Las Gallinas Avenue
City: San Rafael State: CA Zip Code: 94903

California Collaborative for Educational Excellence

DocuSigned by:
Signature:  Date: 9/5/2025
4384F2E329D241A...
Printed Name and Title: Matthew Navo, Executive Director
Address: 1029 J Street, Suite 450
City: Sacramento State: CA Zip Code: 95814

Signed by:
Signature:  Date: 9/5/2025
C3AB581CED6745B...
Printed Name and Title: Mindy Fattig, Deputy Executive Director
Address: 1029 J Street, Suite 450
City: Sacramento State: CA Zip Code: 95814

DISTRICT/LEA

Signature:  Date: 9-5-2025
Printed Name and Title: Dr. M.E. Freshly, Superintendent
Address: 3877 Lusk St
City: Oakland State: CA Zip Code: 94608



AGREEMENT TO PROVIDE SERVICES

Agreement between: **Ancora Publishing and Safe & Civil Schools,
Divisions of Pacific Northwest Publishing, Inc. (“Company”)**
21 W. 6th Av. (541) 345-1442
Eugene, OR 97401 FAX (541) 345-6431

Tax I.D. Number: 51-0532241

Contact Person: **Kimberly Irving, Professional Services Coordinator**

Contracting Agency: **Oakland Military Institute (“Agency”)**
3877 Lusk St.
Oakland, CA 94608

Contact Person: **Dr. Mary Streshly, Superintendent**

Job #: 2025-000271

Presenter: **Jacob Edwards**

Title of Session: On-site Coaching Support/Follow up to Attendance at September 27,
2025, Virtual CHAMPS Overview

Dates: November 17, 2025

Fees: \$8,000.00 per day, plus travel expenses

Title of Session: All Staff Overview of CHAMPS: A Proactive and Positive Approach to
Classroom Management/Discipline in the Secondary Classroom

Dates: January 5, 2026

Fees: \$8,000.00 per day, plus travel expenses

Title of Session: On-site Coaching Support/Follow up to Attendance at September 27,
2025, Virtual CHAMPS Overview

Dates: January 26, 2026

Fees: \$8,000.00 per day, plus travel expenses

TOTAL FEES: \$24,000.00 plus travel expenses

Materials: \$1,901.93 (details attached)

The Company and the Agency, for the consideration set forth below, agree as follows:

1. The Agency agrees to pay the Company \$25,901.93 in fees for the presentations and materials listed above. In addition, the Agency agrees to pay incurred travel expenses. An invoice with receipts will be provided at the conclusion of each presentation. If any events fail to occur within the contracted timeline due to Agency action or inaction, Agency agrees to pay in full the fees associated with this fully executed contract.
2. If the Agency must cancel an in-person event, and upon mutual agreement, the Agency may request that the session(s) be provided virtually, with or without a live audience. At the request of the Agency, a recording of the session(s) may be made available to the Agency for a period not to exceed 30 days from the time of service.
3. Recording of sessions is not allowed without prior written permission.
4. Artificial intelligence recording of our presentations is strictly prohibited.
5. It is the responsibility of the Agency to reproduce handouts.
6. Required materials are offered at a discount from Ancora Publishing, in conjunction with consultation only. Please phone our office for details.

On-Site Services Travel Policy:

- If weekly COVID-19 case rates in your county are greater than 200/100,000, the training will be conducted virtually. There is no cancellation for elevated COVID-19 infection rates.
- Should the Agency decide to book the day in anticipation of it being on-site and the number is and/or rises back up to the 200+ category, the fee remains at the quoted flat rate and the contracted services will immediately be shifted to a virtual delivery model. The event will be conducted on the scheduled date listed on the fully executed contract/RFP/PO.
- Safe & Civil Schools reserves the right to return to a more restricted limit for in-person training if a new, more dangerous variant or other highly communicable virus emerges.

For all virtual training sessions with Safe & Civil Schools, the Agency agrees to:

- Test the link at least two weeks before the day(s) of training.
- Ensure that participants have downloaded Zoom and updated to the most recent version (updates occur every few days to few weeks).
- Ensure that participants know how to access their session(s).
- Mandate or strongly encourage participants to access the sessions from a computer. Mobile devices (phones, tablets, etc.) are discouraged.
- Participants should be in their own classroom or individual setting at the time of the professional development. Participation is greater if participants have access to their own device.
- Provide directions, Agency standards of etiquette, and participation expectations to all who will attend.

- Provide your presenter(s) with information on the vision for this initiative and anticipated outcomes associated with the session(s).
- Give participants the Agency vision for this initiative and ensure that campus-based administrators echo the message before and during presentations.
- In most cases, a book is required and needed during the session(s). Ensure that all participants receive the accompanying book.

On the day of each session:

- Ask participants to plan to arrive 5-10 minutes ahead of the scheduled start time to allow for any necessary troubleshooting.
- Agency will open the session by reminding participants of your entity's expectations on participation and standards of engagement while taking part in the session(s).
- Prompt the attendees to have their book on hand and use it throughout the session(s).

Required - Please initial:

Agency acknowledges that this is not a Trainer of Trainers event. ^{Initial} MS

Agency acknowledges that books are required for each attendee. ^{Initial} MS

(If required materials are not purchased or if proof of previous purchase is not provided, Company will not provide the training and the Agency will be charged full fee.)

Agency acknowledges this document as legally binding and does not require a separate contract. ^{Initial} MS

The person signing below is legally authorized by the Agency to bind them to this contract. ^{Initial} MS

Required - Agency Purchasing/Invoicing Contact information:

Contact Name: Carlos Rodriguez

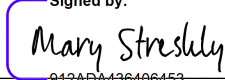
Billing Address: 3877 Lusk Street

Oakland, CA 94608

Phone: 510-594-3991

Email: crodriguez@omiacademy.org

By signing, you attest you have read and agree with all terms as written.

<div>Signed by:  912ADA436406453...</div>	<div>9/25/2025</div>
_____ Authorized Agency Signature	_____ Date

<div>DocuSigned by:  541D4311FEE04FC...</div>	<div>9/26/2025</div>
_____ Authorized Safe & Civil Schools Signature	_____ Date



Quote for Materials

DATE: 8/20/2025
TO: **Oakland Military Institute**
Dr. M. E. Streshley
of pages: 1
Email: mstreshly@omiacademy.org Phone: 510-594-3992
FROM: **Jackie Hefner**, Ancora Publishing (part of Pacific Northwest Publishing) 21 W. 6th Ave, Eugene, OR 97401
866.542.1490 orders@ancorapublishing.com FAX 541.345.1507 www.ancorapublishing.com

Good day,
Thank you for requesting a quote from Ancora Publishing for the materials listed below.


Item #	Item	Reg. Price	Qty	Unit Price	TOTAL
112-9	CHAMPS Book, 3rd Edition	\$55.00	19	\$49.50	\$940.50
181-9	Discipline in the Secondary Classroom, 4th Edition	\$45.00	14	\$40.50	\$567.00
115-0	Coaching CHAMPS: Building a System of Support for All Teachers	\$75.00	4	\$67.50	\$270.00
				SUBTOTAL	\$1,777.50
Your materials order qualified for a one-time 10% discount in tandem with your SCS training contract.				Shipping & Handling	\$124.43
				7% (\$5 minimum)	
Price quoted good for 60 days from date listed above.				TOTAL AMOUNT	\$1,901.93

We've quoted your order with standard ground shipping to one location and most orders will be delivered within 7-10 days from the date the order is received.

Your purchase order or check for materials should be made out to Ancora Publishing.

Signed purchase orders can be or emailed to orders@ancorapublishing.com or faxed to 541-345-1507.

We look forward to serving you. Please do not hesitate to contact me via phone or e-mail if you have additional questions or if we can be of further assistance.

Thanks in advance,

Jackie Hefner
Customer Service
orders@ancorapublishing.com



CHAMPS: A Proactive & Positive Approach to Classroom Management (3rd ed.)

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Coaching CHAMPS

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Discipline in the Secondary Classroom (4th ed.)

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Pacific Northwest Publishing, Inc.
dba: Ancora Publishing

**INDEPENDENT CONTRACTOR AGREEMENT
BETWEEN
OAKLAND MILITARY INSTITUTE AND MARK BASNAGE**

This Agreement is made between the Oakland Military Institute ("OMI"), a California non-profit corporation with its principal place of business at 3877 Lusk St., Oakland, CA 94608, and Mark Basnage ("Independent Contractor").

It is the desire of OMI to engage the services of an Independent Contractor. Such services and the relationship between OMI and Independent Contractor shall be governed according to the following terms and conditions:

SECTION 1. SERVICES TO BE PERFORMED. Independent Contractor agrees to perform the services detailed in **Attachment A** on OMI's behalf.

SECTION 2. PAYMENT. In consideration for the services to be performed by Independent Contractor, OMI agrees to pay Independent Contractor at the rate of \$150.00 per hour, hours not to exceed 50 hours, or \$7,500, approximately 1-2 hours per week for the term of this Agreement. The span of minimum availability is from the execution of this contract extension [previous contract term terminated on October 30, 2025] to June 30, 2026. In-person vs virtual tasks are to be determined by the superintendent or commandant in collaboration with the contractor on a monthly basis based on assessed needs and deliverables. Extension of the contract past June 2026 will be discussed and mutually agreed upon by May 30, 2026.

The contractor will submit an invoice once per month at the end of the month for payment within 15 days.

SECTION 3. EXPENSES. Independent Contractor shall be responsible for all expenses incurred while performing services under this Agreement, including meals, lodging, and transportation. However, OMI shall reimburse Independent Contractor for all reasonable and approved out-of-pocket expenses necessarily incurred in connection with the performance of services under this Agreement as long as OMI administration pre-approve expense estimates. Independent Contractor shall submit an itemized statement of such expenses. OMI shall pay Independent Contractor within thirty (30) days from the date of each statement.

SECTION 4. MATERIALS. Independent Contractor will furnish all materials, equipment and supplies used to provide the services required by this Agreement.

SECTION 5. CONDITIONS OF INDEPENDENT CONTRACTOR SERVICES. As a condition of Independent Contractor being selected to provide the services detailed in **Attachment A**, Independent Contractor shall provide OMI with the following documents and Standard of Care:

- ☐ Copy of qualifications, including resume, credential, license(s), or certification for Independent Contractor as they relate to the services provided under **Attachment A**;
- ☐ W-9.

STANDARD OF CARE.

5.1 Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of OMI staff.

5.2 Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.

5.3 Contractor hereby represents that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.

5.4 Contractor shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Contractor understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Consultant in performing the Services.

SECTION 6. INTELLECTUAL PROPERTY OWNERSHIP. Independent Contractor assigns to OMI all patent, copyright and trade secret rights in anything created or developed by Independent Contractor for OMI under this Agreement. This assignment is conditioned upon full payment of the compensation due Independent Contractor under this Agreement. Independent Contractor shall help prepare any documents OMI considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to OMI. Independent Contractor agrees to honor the proprietary information of OMI and shall not disclose or circumvent such proprietary information now or in the future. Upon the conclusion of this Agreement, the Independent Contractor shall return all records, files, contacts and other proprietary information of OMI to OMI. However, OMI shall reimburse Independent Contractor for all reasonable actual expenses necessary to carry out the terms of this Section.

SECTION 7. TERM OF AGREEMENT. This agreement will become effective when signed by both parties and will terminate the date either party terminates the Agreement as provided below, or on October 30, 2025, whichever occurs earlier.

SECTION 8. TERMINATING THE AGREEMENT. During the term of this Agreement, either party may terminate the Agreement without cause or advance notice at any time by providing written notice to the other party.

This Agreement terminates automatically on the occurrence of any of the following events: (a) the bankruptcy or insolvency of either party; (b) sale of business of either party; or (c) the death or permanent disability of either party; (d) material breach of any term or condition of this Agreement; or (e) revocation or nonrenewal of the OMI charter.

SECTION 9. INDEPENDENT CONTRACTOR STATUS. Independent Contractor is an independent contractor, not an employee of OMI. Independent Contractor's employees or subcontractors are not OMI's employees. Independent Contractor and OMI agree to the following rights consistent with an independent contractor relationship:

- (a) Independent Contractor has the right to perform services for others during the

term of this Agreement.

- (b) Independent Contractor has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of Independent Contractor's services are consistent with the responsibilities set forth herein at **Attachment A** as dictated by OMI.
- (c) Independent Contractor shall perform the services required by this Agreement; OMI shall not hire, supervise or pay any assistants to help Independent Contractor.
- (d) Independent Contractor shall not receive any training from OMI in the skills necessary to perform the services required by this Agreement.
- (e) OMI shall not require an Independent Contractor to devote full time to performing the services required by this Agreement.
- (f) Independent Contractor is not eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of OMI.

SECTION 10. WORKERS' COMPENSATION. OMI shall not obtain workers' compensation insurance on behalf of Independent Contractor or Independent Contractor's employees.

SECTION 11. LOCAL, STATE AND FEDERAL TAXES. Independent Contractor is responsible for tax compliance and shall pay all income taxes as well as FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. OMI will not:

- (a) Withhold FICA from Independent Contractor's payments or make FICA payments on Independent Contractor's behalf;
- (b) Make state or federal unemployment compensation contributions on Independent Contractor's behalf; or
- (c) Withhold state or federal income tax from Independent Contractor's payments.

If an Independent Contractor is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to OMI. Independent Contractor shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by OMI.

SECTION 12. CONFIDENTIALITY. Independent Contractor acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by OMI and/or used by OMI in connection with the operation of its business including, without limitation, OMI's business and product processes, methods, pupil/personnel record information, accounts and procedures. All information regarding students of OMI will remain confidential to the Independent Contractor unless a separate, specific, properly executed consent (including permission from OMI's student and his or her parent) for the release of information is obtained prior to such release. Any information regarding student(s) received by OMI's personnel or Independent Contractor providing services pursuant to this Agreement shall remain confidential

and shall not be communicated to any person or entity other than appropriate OMI personnel.

SECTION 13. EXCLUSIVE AGREEMENT. This is the entire Agreement between Independent Contractor and OMI. All previous agreements between the parties, if any, whether written or oral, are merged herein and superseded hereby.

SECTION 14. MODIFYING THE AGREEMENT. This Agreement may be supplemented, amended, or modified only by the mutual agreement of both parties. No modification of this Agreement shall be binding unless in writing and expressing an intent to modify the Agreement and signed by both parties.

SECTION 15. DISPUTE RESOLUTION. If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator. Any costs and fees other than attorneys' fees associated with the mediation shall be shared equally by the parties. If it proves impossible to arrive at a mutually satisfactory solution through mediation, the parties agree to submit the dispute to a mutually agreed-upon arbitrator in Alameda County. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration, including attorneys' fees, will be allocated by the arbitrator.

SECTION 16. LIMITED LIABILITY. This provision allocates the risks under this Agreement between Independent Contractor and OMI. Independent Contractor's pricing reflects the allocation of risk and limitation of liability specified below. However, Independent Contractor shall remain liable for bodily injury or personal property damage resulting from grossly negligent or willful actions of Independent Contractor or Independent Contractor's employees or agents while on OMI's premises to the extent such actions or omissions were not caused by OMI. NEITHER PARTY TO THIS AGREEMENT SHALL BE LIABLE FOR THE OTHER'S LOST PROFITS, OR SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, WHETHER IN AN ACTION IN CONTRACT OR TORT, EVEN IF THE PARTY HAS BEEN ADVISED BY THE OTHER PARTY OF THE POSSIBILITY OF SUCH DAMAGES.

SECTION 17. LIABILITY AND INDEMNIFICATION. With regard to the services to be performed by the Independent Contractor pursuant to the terms of this Agreement, OMI shall not be liable to the Independent Contractor, or to anyone who may claim any right due to any relationship with the Independent Contractor, for any acts or omissions of OMI, except when said acts or omissions of OMI are due to willful misconduct or gross negligence. Independent Contractor shall hold OMI free and harmless from any obligations, costs, claims, judgments, attorneys' fees, and attachments arising from or growing out of the services rendered by Independent Contractor pursuant to the terms of this agreement or in any way connected with the rendering of services, except when the same shall arise due to the willful misconduct or gross negligence of OMI and OMI is adjudged to be guilty of willful misconduct or gross negligence by a court of competent jurisdiction.

SECTION 18. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

- (a) When delivered personally to the recipient's address as stated on this Agreement;
- (b) Three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement, or

- (c) When sent by fax to the last fax number of the recipient known to the person giving notice.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Independent Contractor:
Mark Basnage
332 Highland Avenue,
San Mateo, CA 94903
mbasnage@gmail.com
(650) 863-8129

If to OMI:
Attn: Dr. Mary Streshly
3877 Lusk Street
Oakland CA 94608
mstreshly@omiacademy.org
(510) 594-3983

SECTION 19. NO PARTNERSHIP. This Agreement does not create a partnership relationship. Neither party has authority to enter into contracts on the other's behalf.

SECTION 20. INTERPRETATION AND OPPORTUNITY FOR COUNSEL. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

SECTION 21. APPLICABLE LAW. This Agreement will be governed by the laws of the State of California.

APPENDIX A

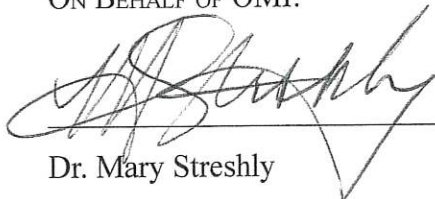
Scope of Services

Description of Responsibilities, Projects and/or Probable Tasks

1. Mentor and respond to inquiries and requests for assistance from the OMI data tech/data manager in expanded duties taken on due to departure of Director of IT.
2. Mentor new IT Manager with regard to best practices in supervision of direct reports.
3. Respond to inquiries and requests for assistance from the superintendent and CBO.
4. Provide key expertise and support for spring/ summer 2026 possible projects.
5. Provide Troubleshooting support for site and classroom connectivity and hardware issues as they arise.
6. Help the new tech manager track tech contracts and e-rate applications.
7. Support the tech manager/IT tech in finalizing the tech budget and refresh for 26-27 & 27-28 projections.
8. Continue to support building/tracking documentation so that there is no single point of failure.
9. Provide advice about eRate and other technology funding opportunities, and also upcoming state/federal opportunities
10. Respond to inquiries regarding grants you were directly involved in, including Golden State Pathways Program, CCAP, and advise on additional grant reporting of CTEIG & K12 Workforce
11. When possible, provide heads up regarding reporting deadlines or other such requirements.
12. Offer assistance for aligning future grant opportunities, such as CTEIG, Perkins and others.

SIGNATURES:


ON BEHALF OF OMI:


Dr. Mary Streshly

Superintendent, Oakland Military Institute

Date: 11/13/2025

Independent Contractor:


Mark Basnage

Independent Contractor

Date: 10/13/2025

Coversheet

Cadet Commander's Report

Section: IV. Cadet Commander Report
Item: A. Cadet Commander's Report
Purpose:
Submitted by:
Related Material: 11-20-2025 Board Meeting Notes - Cadet Commander Report (1).pdf

BACKGROUND:

Cadet Commander Thalia Lopez will be representing the OMI Cadet Leadership staff in giving the OMI Board of Directors a brief outlook of the events ahead. This will be his first presentation to the Board of Directors.

October Recap

Previous Month's Activities

Unit Strength: 504 Cadets

ANCOC/BNCOC/OCS (22-26SEP25)

- 39 Attended BNCOC
- 9 Attended ANCOC
- 11 Attended OCS
- Promotions still in progress

Black Cowboys Parade (04OCT25)

- 41 Cadets Participated

Treasure Island Clean up

- 20 cadets participated / 5 hours of community service

UN Flag Ceremony (11OCT25)

- 145 Cadets Participated

XTC @ CMI (17-19OCT)

- Event Cancelled due to bus cancellation. Alternative event will be provided for those who wanted to attend.

Spirit Week (28-21OCT)

- 48.9% of the school participated

Fall Festival (30OCT25)

-\$4447 fundraised

Veterans Day Parade (09NOV25)- 60 cadets participated

In Progress:

- **Wreaths Across America**
 - Planning Nearly Finished 13DEC25
 - Expected date: 10JAN25
- **Brigade IMA**
 - WARNO Complete
 - Early Stages of Planning
 - Expected date: 10JAN25
- **Military Ball**
 - Early Stages of Planning
 - Expected date: 13FEB25
- **SPORTS**
 - **Boy's / Girl's Wrestlings In Progress**
 - **Boy's / Girl's Basketball In Progress**
 - **Track starting up soon**

Completed:

- Monthly SAR sent to state
- All Brigade Headshops have received a report about their current performance

Coversheet

WASC Report

Section:	V. Superintendent's Update
Item:	A. WASC Report
Purpose:	
Submitted by:	
Related Material:	OMI MID-CYCLE WASC REVIEW_Nov 2025_Final.pdf

OAKLAND MILITARY INSTITUTE

MID-CYCLE REPORT



3877 Lusk Street

Oakland, CA 94608

Oakland Military Institute, Charter

December 10, 2025

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Oakland Military Institute WASC Mid-cycle Report

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1: School Description - Preface to the Mid-Cycle WASC Report

Established in 2001 through a partnership between (at the time) Mayor Jerry Brown and the California National Guard, the Oakland Military Institute College Preparatory Academy (OMI) has remained committed to its mission: to prepare cadets for success in leading colleges and universities through a traditional military school framework that fosters honor, integrity, and leadership.

OMI's charter was renewed by the Oakland Unified School District (OUSD) in 2018 for a five-year term beginning July 1, 2019. With the passage of Assembly Bill 130 in 2021, the charter term was extended two years, now valid through June 30, 2027.

In 2024–2025, OMI served approximately 480 students in grades 6–12. The student body was predominantly Hispanic 68.33%, with 34.79% English Learners, 15% Students with Disabilities, and 90.2% classified as socioeconomically disadvantaged. Currently, in the 2025-2026 school year, OMI serves approximately 505 cadets in grades 6-12. The student body is predominantly Hispanic with 66%, English Learners 31%, Students with Disabilities 16%, 15% African American, 11% Asian, 5% White and 82% classified as Low Income. [OMI 2025-2026 Demographic breakdown](#)

OMI has continued its cycle of continuous improvement, guided by our 2022 WASC Action Plan and stakeholder input collected during the development of the [Local Control Accountability Plan \(LCAP\)](#). These initiatives aim to address learning loss, increase academic outcomes, and support students' social-emotional needs as the school moves forward.

2: Significant Changes and Developments

Since the 2022 self study report, many of our initiatives were in their early stages. Over the past three years, OMI has worked diligently to expand, refine, and implement both the original priorities and new areas of growth that were essential to strengthening our school.

Community Engagement

- The [Grizzly Nights](#) initiative has evolved into a cornerstone of family engagement at Oakland Military Institute (OMI), serving as a dynamic platform for celebrating student achievement ([Examples](#)) and fostering meaningful connections with families. Each month, OMI's leadership team hosts events that center on recognition of our cadets for accomplishments such as perfect attendance, academic excellence, scholar-athlete honors, English Learner reclassification, departmental achievements, and athletic success. These gatherings are intentionally designed to integrate multiple avenues for parent involvement, including participation in LCAP, ELAC, and other stakeholder committees. Through these efforts, OMI continues to prioritize inclusive engagement, ensuring that families are active partners in the educational journey of their cadets.
- California Community Engagement Initiative (CEI) ([Cohort V](#)) is a state grant program that OMI participates in to improve its engagement with our parents and stakeholders.

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We have hired two parent community representatives and a bilingual liaison to help support this initiative. We have attended several conferences with CEI that allows cadets, parents, and staff to dive deeper into our community based vision and connection.

- Participation has grown significantly, with attendance increasing from an average of seven parents and 5 cadets in 2022 to an average of 60 parents and 35 cadets at school events by 2024. [PARENT ENGAGEMENT](#)

Cadet Recognition

- Frequent cadet and staff recognition has been emphasized, with 5-7 staff members receiving awards in both 2023, 2024 and planned for December 2025 for excellence in their work and student recognitions for [perfect attendance](#), [scholar athlete](#), [academic performance](#), [RenStar/high GPA](#), [English learner reclassification](#), [Top Readers](#) etc are recognized throughout the year in weekly formations and monthly Brigade formations.
- An awards program for academic, attendance, leadership and character achievement was instituted, recognizing students through field trips ([Santa Cruz, Boomers](#)), certificates, Grizzly Bucks, raffles and awards presented at Grizzly Nights, award ceremonies, and formation. Additionally, in 2025-2026 we recognized our military science and academic achievements monthly called ESSAYONS and Rising Grizzlies.

Early College Model - The Governor's Baccalaureate Diploma

- In 2023, OMI introduced the Governor's Baccalaureate Diploma, further expanding college readiness pathways. Since its inception we have awarded 6 students for the Governor's Baccalaureate, one or more years of college credit and 10 students earned the College Advantage Pathway which equates to one semester of [college credits](#). ([Governor's Baccalaureate](#)).
- Dual enrollment has grown substantially: in 2022, only 12–20 students participated in sporadic college credit courses [DE Longitudinal Growth](#). Today, all students in grades 9–12 are on a structured Cal-GETC pathway, graduating with anywhere from six months to two years of college experience. The following illustrates our tremendous growth in this area:
 - 2022-2023 (75 class enrollments, earning 289 college credits)
 - 2023-2024 (232 class enrollments, earning 561 college credits)
 - 2024-2025 (350 class enrollments, earning 706 college credits)
 - For the Graduating Class of 2025, 10% have a year of college complete (CAL-GETC), and 23% have a semester of college complete.
 - Our projection for the class of 2026 is 10% of graduates will have completed a year or more of CAL-GETC college credits and 34% will have a semester of CAL-GETC college credits completed

Because OMI cadets have been offered a minimum of two dual enrollment courses per year starting in 9th grade, 65% of the class of 2027 is projected to earn a minimum of up to 1 full year or 1 semester of college credits upon graduation.

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Middle School Focus: Expansion of Activities, Electives, Parent Conferences and Tutors

- OMI has expanded sports, enrichment, and elective opportunities for middle school cadets, including soccer, after-school [STEM programs](#), field sports, tutoring, and a homework club.
- To strengthen math achievement, OMI hired 12 math tutors, with 8 full time and 4 part time that provide support before, during, and after school. 10 of the 12 tutors are assigned to middle school.
- [Cadet-led conferences](#) began in 2024–25, requiring parent participation and building a stronger school-home connection.
- In 2023, OMI adopted the [Jane Schaffer Writing Program](#) schoolwide (grades 6–12). This program has elevated student performance across literary, argumentative, and expository writing, with measurable growth on CAASPP performance tasks.
- In 2024, OMI added limited Music and Art classes and in the 2025-2026 school year expanded seats in Music and Art and added STEAM [Intro to design & engineering] electives for middle school cadets.

New Career Technical Education [CTE] Pathways

- The initiative surrounding our military cadre and CTE launched in 2019 with the K12 Workforce grant and spurred our Active Duty Military personnel to pursue CTE credentials for their Military Science courses. However, the pandemic and staff turnover stalled out the bigger vision of our CTE pathways that integrated CTE pathways into our Military Science course offerings.
- In 2024-2025, OMI applied for 2 Golden State Pathways Grants to launch a Computer Information Systems & CyberSecurity pathway and began planning for a Climate Science/Data Science Pathway. [GSPP Implementation Grant action plan](#); [GSPP Planning Grant action plan](#)
- In 2025-2026, OMI relaunched both Public Safety and Emergency Response Pathways that integrate into our Military Science course pathways.
- In 2025-2026, OMI also applied for the CTEIG Grant and the K12 Workforce Grant. We were notified in October that we were awarded the CTEIG Grant and we are awaiting notice regarding our K12 Workforce Grant. These funds would support our CIS, Public Safety and Emergency Management Pathways by allowing us to fund more cadets to travel to CA Cadet Corp encampments and achieve valuable certifications. [CACC Summer Encampment 2025](#)

Academic Achievements and Major Policy Changes Since the Original WASC Visit

- Significant change in leadership since 2022
 - New Superintendent, Dr. Mary Streshly, in 2/2023
 - New Director of Teaching and Learning, LTC Jonathan Pike, in 7/2024
 - New Coordinator of Student Services/Special Education, Ms. Texiera, in 7/2025
 - Ms. Lipsey was promoted to Director of Student Services in 7/2024
 - New IT Director for one year and replaced by Mr. Tuason [alumnus] who is now Data Manager in 7/2025
 - New Data Manager, Ms. Au, in 7/2025
 - New Back Office Agency - EdTec w/ new Chief Finance Officer, Ms. Welcome
 - Our newly created “integrated Leadership Org chart” developed to improve leadership and communication efficiencies between civilian leadership and

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military leadership, created the following positions: [Slides that include leadership org chart](#)

- The new Commandant, CA CMSgt. James, became the Chief Business Officer
 - The Cadre Supervisor, MSgt. Traver, is now the Director of Cadet Services overseeing, Cadet Services Center, attendance/truancy, security/discipline, & recruitment
- [OMI's College and Career Indicator \(CCI\)](#) increased from 65% in 2023 to 72% in 2024 to 80% in 2025. This was earned through growth in SBAC scores, AP exams, strong A-G completion rates, high college credit (dual enrollment), and our military science courses. We expect this CCI rate to increase in the future because of these efforts:
 - Starting the 2025-2026 school year, we implemented two CTE Pathways: Public Safety and Emergency Response
 - State Seal of Biliteracy: strongly encouraged students to take AP Exams in World Languages
- Substantial decrease in the [Chronic Absenteeism](#) rate:
 - The Chronic Absenteeism rate (schoolwide) has dropped from 25% in the 2022 to 18% in 2023 and 2024 to 10.5% in the 2024-2025 school year.
 - The Chronic Absenteeism rate (6th-8th grade, Dashboard Metric) has dropped from 18.9% in the 2023-2024 school year to 12.2% in the 2024-2025 school year
 - Our school takes attendance seriously through comprehensive intervention programs, including SARBs (School Attendance Review Boards), SARTs (School Attendance Review Teams), and Operation Doorstep, where we conduct home visits to connect with families and understand barriers to attendance. These proactive measures ensure that our cadets receive the support and resources they need to overcome challenges and maintain consistent school attendance. Our attendance rate was about 95% last year.
- Graduation Rate have substantially increased:
 - From 90% in 2022 to 94% in 2023 to 96% in 2024 [graduation rates - CA Dashboard](#)
 - We are projecting a slight dip for 2025 calculations due to families moving from the area due to cost of living and immigration threats.
- Suspension Rates have continued a downward trajectory.
 - We gone from an 8% suspension rate in 2022 to a 3% suspension rate in 2023
 - We blipped up to 6% in 2024, but recovered to a achieve a 2.5% suspension rate for 2025 [CA Dashboard public release in late November 2025] [CA Dashboard suspension rate](#)
- CORE Growth Rate:
 - In the context of the CORE Districts (California Office to Reform Education) data, "core growth rates" typically refer to a student-level academic growth measure that assesses how much students' test scores improve from year to year compared to other students with similar academic and demographic backgrounds.
 - [CORE GROWTH RATE IN ELA AND MATH](#)

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- In the link graphic, the red box marks the average growth rate among similar schools in the Core Districts. The goal is to meet or exceed the 50% mark for average growth rate
- For ELA, in all grades, OMI exceeded the 50% growth rate a minimum of 23 points in 8th and as high as 49 points and 50 points in MS 7th grade and HS 11th grade respectively
- For Math, OMI exceeded the 50% growth rate on average by 1 point, but exceeded growth rate in 8th and 11th grades by 33 and 47 points respectively

***24/25 Core Growth data has been delayed with expected publishing in late November/early December*

- The **Senior Thesis Project** was reintroduced and redesigned as a research-based capstone project, allowing students to pursue topics of personal significance. [Senior Thesis Project](#)
- A **No Electronic Devices Policy** has been in place for two years and will continue into its third year, fostering focus and engagement. No cell phones out on campus during school hours is a game changer!
- **Athletics** have returned to OMI, with middle school, junior varsity, and varsity programs competing in the [North Coast Section](#). 59 student athletes are currently competing in boys soccer, 15 in girls volleyball, and 35 in cross country during the fall season. Our average and expected student athlete total for the winter consists of 40 student athletes spread across boys/girls wrestling and basketball. In the spring, we have another 50 student athletes spread across boys volleyball, girls soccer, and boys/girls track.
- Regular [college visits](#) have been established for grades 9–12, including trips to CSU East Bay, UC Davis, UC Berkeley, San Jose State, San Francisco State, and additional institutions. Middle school students are also exposed to college campuses from our top readers program, Entrance camp at Cal Poly Solano and field trips. However, this is an area that will continue to grow by ensuring each grade plans at least one college trip.

3: Engagement of Educational Partners in Continuous School Improvement

The development, implementation, and monitoring of the Oakland Military Institute (OMI) schoolwide action plan, aligned to the Local Control and Accountability Plan (LCAP), is grounded in an inclusive and data-driven process that engages all educational partners. Each year, data from the mid-year [LCAP report](#), CA Dashboard indicators, and the California Healthy Kids [Survey](#) are analyzed by the Superintendent, Chief Financial Officer, Director of Teaching and Learning, Assessment Coordinator, and the Instructional Leadership Team ([SAMPLE ILT AGENDA](#)) before being presented to the Governing Board. From March through May, OMI hosts structured opportunities for stakeholder engagement, known as “Grizzly Nights” that rolled up several areas including LCAP committee, [ELAC](#), and community events. [PARENT ENGAGEMENT](#) Surveys distributed to cadets, parents, and staff through Parent Square and faculty meetings provided important feedback that directly shaped annual goals, action items, and measurable performance targets ([LCAP 25-26](#)) of grades, attendance, suspensions, CAASPP,

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Feedback from these educational partners, as shown below, have had a clear and documented influence on OMI's continuous improvement priorities.

- CA Military Department -Youth and Community Programs Division
- U.S Coast Guard and Coast Guard Island Alameda
- Peralta Community College District via Merritt College and College of Alameda,
- Cal Poly Solano (Cal Maritime)
- Alameda County Office of Education Community Schools via coordinator, Greg Brown and the California Community Engagement Initiative team of parents and community partners
- CA Counter Drug Task Force
- Families in Action and Oakland Enrolls

For the 2025–26 LCAP cycle, this input led to expansion of our CTE program in the areas of Pathways in Public Safety and Emergency Response Management via Camp San Luis Obispo encampments and certification experiential learning opportunities. CCAP agreements for Dual Enrollment and partnership for our Golden State Pathways Grants, MCEC grant, CTEIG and hopefully K12 Workforce grants that support our direction in CTE pathways in Public Safety, Emergency Response, Computer Information systems, and Climate Science.

Moreover, our patterns have pushed for expanded support for English Learners (including IXL ELA, The Third Quest, and additional bilingual aides), increased [planning and leadership time](#) for teachers, and the continuation of middle-school cadet-led conferences . Stakeholder collaboration also resulted in enhanced parent communication through monthly [Cadet Led Conferences](#), [Staff Bulletin](#) , [expanded STEM](#), newsletters, music electives, growth of [math tutoring](#) and academic support systems, and the refinement of the school's engagement focus. Progress toward LCAP and WASC action-plan goals is monitored through ongoing [leadership meetings](#), board presentations [Sample Board Presentation](#) , and performance data reviews [Sample of performance review data](#), ensuring that all decisions remain transparent, measurable, and aligned with the school's mission to promote academic excellence, leadership, and college readiness.

4: Progress on the Implementation of the Schoolwide Action Plan

1. Provide High-Quality Classroom Instruction

OMI continues to strengthen core instruction by ensuring culturally relevant, standards aligned teaching across all departments. In the 2022-2023 school year, OMI embarked in a schoolwide curriculum adoptions and piloting process for ELA and Math to ensure all courses are standards aligned and all grades are vertically and horizontally articulated by using the same curriculum in grades 6-12. OMI used department feedback and instructional coaches to guide the decision-making. Both ELA and Math chose SAVVAS and the board adopted the curriculum in 2023. Over the last two years, ELA and Math Department Chairs with support of instructional coaches and administration have developed instructional calendars (Ex [1,2](#)) that embed SAVVAS units, essential skills [such as writing genres] and benchmark assessments that include calibrated scoring and data analysis to guide instruction.

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In ELA and Social Studies (Ex [1](#), [2](#)), faculty adopted dynamic web based curricula that support multiple modalities, translation features, and differentiated learning for students with IEPs, 504s, and ELD needs. These resources allow students to access content in a variety of formats, ensuring that language barriers or learning differences do not hinder achievement. A schoolwide writing model [[Jane Schaffer model Samples and Rubrics](#),] was adopted in spring 2023 and all teachers are training annually to implement the writing approach in all classrooms across all disciplines, including military science, to provide consistent expectations and support for structured writing.

Instructional coaching has been a foundational strategy to improve instruction at OMI. We provide Induction and have an onsite Induction Coach. This induction coach also takes on additional coaching as assigned for 1-1 coaching for struggling teachers. We have contracted coaches over the last 3 years to work 1-1 with ELA, ELD and Math teachers from ICLE [Center for Model Schools], CORE Learning, Silicon Valley Math Initiative [SVMI], Jane Schaffer Writing Program and Third Quest Reading coaches.

Professional development has continued to be ongoing, with departments analyzing assessment data during collaborative meetings to [inform instruction](#). Vertical articulation efforts ensure students build skills progressively, preparing them for CAASPP success, high school graduation, and post-secondary readiness. A shared [Assessment Calendar](#) coordinates RenStar, IAB, FIAB, and CAASPP assessments, reducing fatigue and supporting schoolwide consistency.

Student projects, such as presentations on [global travel](#) and [primary source](#) analysis in World History, demonstrate authentic engagement and opportunities for students to connect with their cultural identities. [Student Work Samples](#)

In Mathematics, faculty employ research-based tools such as IXL (<https://www.ixl.com>), Classtime performance tasks, and the high impact tutoring (HIT) programs before, during, and after school. As an example, the 6th grade program, supported by two full-time and one part-time tutors, uses RenStar Quantiles and [IXL diagnostic](#) data to personalize growth opportunities in small group tutoring for every cadet. Teachers maintain [annual scope and sequence](#) updates, formative assessments (exit tickets ([1,2,3](#)), quizzes, group work), and targeted mini-lessons. The department collaborates with the Silicon Valley Mathematics Initiative (<https://svmimac.org/>) to promote problem-solving, MARS tasks, reasoning, and multiple representations of math concepts, supporting both content mastery and test preparation.

Our Math Tutor initiative has become a critical component of providing quality instruction at OMI as we have become aware that high impact tutoring (HIT) 1:1 or small group intensive instruction multiple times per week in a push in, pull out and after school hours case management model is more impactful to learning for many students than merely enhancing whole class instructional methodologies and proficiencies. Our 12 tutors, each assigned 25 cadets, use diagnostic data, assessment data, observations and parent/teacher input to design a schedule and intervention program for each cadet for the full instructional year with goal setting, frequent progress checks, reward systems and parent contact. [25-26 math tutor plan](#); [25-26 tutor schedule](#)

Science courses use [Discovery Education](#) and [Pivot Interactives](#), [tools](#) that allow students to engage in labs that are otherwise too dangerous or costly, while connecting learning to current

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events. Students work in collaborative groups, which fosters communication and problem-solving. Sample activities, including [clinometer](#) and [acids-based labs](#), provide opportunities for [hands-on inquiry](#) and real-world application.

Electives offer cadets meaningful opportunities to explore art, music, guitar, and band performance. Instruction emphasizes both technical proficiency and cultural awareness ([Art Ex](#)). Students research music genres and present their findings through classroom projects and performances. Public demonstrations, including fall and spring concerts, allow cadets to showcase their learning to the broader community ([Sample Music Assignments](#))([PB S Broadcasting](#)).

Special Education services integrate scaffolds, sentence frames, and the Jane Schaffer writing method to help students access rigorous coursework. Case managers monitor IEP compliance and ensure accommodations are implemented. Military Science provides lessons from the California Cadet Corps curriculum (<https://cacadets.org/>), offering certification in CPR and first aid, which prepares cadets with real-world skills and strengthens the school's culture of safety. Counseling expands access to college and career readiness through CaliforniaColleges.edu (<https://www.californiacolleges.edu/>) and dual enrollment programs, while the Wellness Center addresses social-emotional needs, offering resume workshops, financial aid application support, and wellness activities. Technology supports teaching with one-to-one Chromebooks, GoGuardian monitoring, Clever integration, and accessible printing resources.

OMI is working to strengthen assessment systems to ensure rigor and [alignment](#) across grade levels. ELA and History [departments collaborate](#) to calibrate essay scoring, using SBAC rubrics (Ex [1](#), [2](#)) to create [vertical alignment guides](#) that outline expectations for [argumentative](#) and [expository](#) writing. At shared scoring sessions, teachers [build OMI-specific rubrics](#) that are student friendly. These sessions allow teachers to refine grading practices, improve inter-rater reliability, and clearly define what mastery looks like at each grade level. Sample essays and rubrics are shared across the departments to promote consistency.[ELA AND HISTORY EVIDENCE](#)

Mathematics integrates [CAASPP ICAs](#), [IABs and FIABs](#) as formative measures, aligned with pacing guides, [benchmarks](#), and diagnostic data from IXL. [Faculty analyze results](#) to identify trends, [target interventions](#), and close learning gaps.

[Counseling supports academic rigor](#) by developing CAL-GETC pathways through dual and concurrent enrollment, giving students opportunities to earn college credit while in high school. The Counseling team has taken a leading role in assisting seniors with getting into college"

- 2022-2023 (75 class enrollments, earning 289 college credits)
- 2023-2024 (232 class enrollments, earning 561 college credits)
- 2024-2025 (350 class enrollments, projected to earn 706 college credits)

For the Graduating Class of 2025, 10% have a year of college complete (CAL-GETC), and 23% have a semester of college complete. We expect these numbers to continue increasing with our future classes. For the Graduating Class of 2025, 90% were admitted to a 4-year College or University, with 55% attending 4-year college and 40% attending community college.

2. Provide English Learners With Required Skills

Targeted support for English Learners (ELs) remains a central priority. Staff participate in ongoing professional development held multiple times throughout the year [ELD BEST PRACTICES](#), to ensure strategies are embedded across the curriculum. ELA integrates programs like [Achieve3000](#) and [Read180](#), which provide differentiated texts and scaffolded reading comprehension activities. Read180 results show that ELD students demonstrated growth on [RenStar Assessments](#). Students also use sustained silent reading (SSR) to build stamina and vocabulary, while the Frayer Model reinforces academic vocabulary acquisition.

Staff engage in professional development focused on supporting English Learners, which benefits all students by promoting scaffolding and literacy-based strategies. [ELD Best Practices Training](#); [ELD Best Practices Using Technology](#); [ELD Pedagogical Theory](#) .

Differentiated writing assignments ensure students can access rigorous coursework. For example, [Romeo](#) and [Juliet](#) essay instructions translated into Spanish allowed EL students to demonstrate literary analysis (Demonstrations of Literary Analysis). Math classes use [IXL diagnostics](#) to pinpoint learning needs and provide translation features for EL students. Visual examples and targeted pull-out tutoring further reinforce conceptual understanding.

Science courses adopt visual resources and [graphic organizers](#) to support EL comprehension, while electives integrate accessible assignments and projects. Special Education incorporates writing scaffolds and graphic organizers, ensuring EL students with disabilities have equitable access to instruction. Counseling provides bilingual support for college and financial aid applications, and technology enables ELPAC testing with translation tools. Together, these supports ensure that EL students gain the literacy and numeracy skills needed to meet grade-level standards and thrive in post-secondary pathways.

3. Create a Safe, Welcoming, and Inclusive Campus

OMI emphasizes student [safety](#), wellness, and inclusivity through a comprehensive network of systems. [Staff monitor hallways](#), coordinate with military staff, and partner with counseling to ensure cadets feel supported. Monthly [grade-level meetings \(ASGs\)](#) identify and intervene with students facing emotional, academic, or behavioral challenges as noted in the [3 year data for suspensions and discipline](#). Advisory classes provide structured time for personal growth, leadership development, and college readiness. Cadet-led conferences each semester encourage student reflection and goal-setting, while engaging families in the learning process and [student outcome](#) ([Cadet Led Conferences](#)).

Mathematics fosters inclusivity by grouping students strategically, [providing tutoring before, during, and after school](#), and implementing tutoring contracts for students at risk. Electives use GoGuardian to maintain safe digital learning spaces and adjust classroom environments to accommodate students at diverse levels of ability. Military Science promotes belonging through

Oakland Military Institute WASC Mid-cycle Report

Cadet Corps events such as, community engaging events like [Black Cowboy Parade](#), [United Nations Flag Raising Ceremony](#), [OMI “Read-In” at Cleveland Elementary School](#), the Cadet Corps [Xtreme Team Challenge](#), Recondo, and Bivouac, all of which build camaraderie, resilience and community pride. Special Education supports inclusivity with a welcoming Resource Center equipped with academic materials and staffed by trained personnel, while CPI training ensures staff can [safely manage crises](#). Technology safeguards learning with GoGuardian Smart Alerts, monitored by Cadet Services to protect student online activity.

Special Education (SPED):

- New & Expanded Leadership: In 25/26, we added a new, very experienced Special Education Coordinator/Student Services Coordinator [former Sped Director of a large K-12] who is doing a tremendous training up our Sped staff, training general education teachers on implementing accommodations ensuring IEP compliance and positive parent engagement.
- [The Resource Center](#) provides a clean and organized space, ensuring students have a welcoming environment to work in. (Ex [1](#), [2](#), [3](#), [4](#))
- Tier 1 instruction and intervention supports allow students to review grade-level curriculum and engage in additional practice to improve retention.
- Students complete CAASPP practice tests with their accommodations in place to build familiarity and confidence prior to Spring testing.
- Resource teachers provide three Study Skills classes and two Academic Support classes each year, supplemented by specialized reading programs tailored to student levels.
- SEIS and TOMS are linked to ensure IEP accommodations are properly uploaded and in place before testing.

Social-Emotional Learning (SEL):

- School-wide [SEL activities](#) and lessons help teachers guide students through social-emotional challenges.
- From the 2-year BARR training, teachers were trained to use “itime” activities. [i-times vol 1](#) to build relationships and connections with students to expand their willingness and capacity to learn in the classroom.
- Activities are completed at the beginning of the school year and monthly throughout the year following the CASEL framework and competencies.

Counseling:

- The Wellness Center, opened in various locations on campus, has landed last year in a great spot central for access by all cadets grades 6-12. It provides a safe, welcoming space for students to gather at lunch time, take a break from class or receive appropriate counseling for crisis. We have a middle school counselor, a high school college and career counselor and mental health interns.
- A counseling referral system is available for staff, students, and parents to request services. [Counseling](#).
- College and Career Readiness initiatives include structured activities, with a new academic expectation that students must earn a grade of “C” or above to receive college credit ([STAFF or PARENT use](#) & [For STUDENT use](#))

Cadet Service Center:

- The Cadet Service Center was conceptualized in the 24-25 school year to centralize and

optimize a cadet focused center to house personnel who work with cadets on restorative practices, community services access, crisis situations, and is conveniently located adjacent to the Wellness Center and the Resource Center to refer students as part of our MTSS wrap around support.

4. Bolster Leadership Capacity

- Significant change in leadership since 2022 has significantly bolstered leadership capacity positively impacting school function and performance by adding several leadership with many years of both leadership and education experience.
 - New Superintendent, Dr. Mary Streshly, in 2/2023 [17 years of administrative experience including principal and superintendent plus 15 years of teaching exp]
 - New Commandant, CA CMSgt. James, in 1/2023 [over 30 years in military leadership]
 - Our newly created “integrated Leadership Org chart” developed to improve leadership and communication efficiencies between civilian leadership and military leadership, created the following positions: [Slides that include leadership org chart](#)
 - The new Commandant, CA CMSgt. James, became the Chief Business Officer
 - The Cadre Supervisor, MSgt. Traver, is now the Director of Cadet Services overseeing, Cadet Services Center, attendance/truancy, security/discipline
 - Additional Significant leadership enhancement:
 - New Director of Teaching and Learning, LTC Jonathan Pike, in 7/2024 [experienced high school principal]
 - New Coordinator of Student Services/Special Education, Ms. Texiera, in 7/2025 [experienced Special Ed. Director]
 - Ms. Lipsey was promoted to Director of Student Services in 7/2024
 - New IT Director for one year and replaced by Mr. Tuason [alumnus] who is now Data Manager in 7/2025
 - New Data Manager, Ms. Au, in 7/2025
 - New Business Manager, Mr. Rodriguez, in 7/2025
 - New Back Office Agency - EdTec w/ new Chief Finance Officer, Ms. Welcome

5: Revised Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP

Over the past three years, OMI has made significant strides in implementing and refining its Schoolwide Action Plan and SPSA which is nested and integrated in our [2025-2026 LCAP](#) goals. The original 2021–2024 LCAP, outlined in the 2022 Self-Study, aligns to the WASC committees areas or growth that focused on four primary goals: providing high-quality instruction, supporting English Learners, fostering a safe and inclusive campus, and develop common assessments and vertical articulation. Since then, OMI has aligned its priorities and expanded its instructional supports, adopted new curriculum pilots, and implemented targeted interventions such as the BARR framework ([BARR](#)) and MTSS systems. These efforts have led to measurable improvements in student achievement, including increased [CAASPP RESULTS](#) , higher dual enrollment participation, and improved graduation rates. The Mid-Cycle Review

Oakland Military Institute WASC Mid-cycle Report

confirms that these initiatives have been successfully scaled and embedded into our daily practice, prompting a minor revisions of the school's action plan to reflect current priorities and emerging needs.

As outlined earlier in this report, the revisions now include enhanced strategies for vertical articulation, aligned formative assessments, and expanded support for English Learners and students with disabilities. Additional examples such increased bilingual staffing with 2 bilingual classroom aides, [expanded cadet-led conferences](#) for multilingual families, and strengthened parent engagement through monthly Grizzly Nights and surveys. These revisions were necessary to address persistent gaps in achievement in partnership with our families, and to align instructional practices with the school's mission of preparing cadets for college and leadership. The updated plan also reflects a renewed commitment to professional development, data-driven decision-making, and inclusive school culture that will continue to lead OMI as the premiere public charter school serving the Oakland community.

References:

[WASC Action Plan Department Review](#)

[Cadet Parent Hand Book 2024-2025](#)

[LCAP 2025-2026](#)

[OMI School Website](#)

[Assessments](#)

[Dashboard](#) (please use drop down to find OMI)

Coversheet

Math Committee Report

Section: VI. Information/Discussion Items
Item: A. Math Committee Report
Purpose:
Submitted by:
Related Material: Math Update - Nov Board Presentation V3.pdf

BACKGROUND:

LTC Pike will present the math tutor program element of our Math Improvement Plan. The Math Plan progression and Math interim assessment results will be standing items on our agenda for the 25-26 school year.

RECOMMENDATION:

It is the recommendation of the superintendent and staff that the Board hear the presentation from LTC Pike and ask clarifying questions to best understand our math progress and growth needs.



Math Progress

August - October

Math Program - Update

$$\begin{array}{c} 2 > -3 \\ 0.999... = 1 \\ \pi \approx 3.14 \\ \sqrt{2} \\ 1 + 2 \cdot 3 \\ 5(2 + 2) \\ 101_2 = 5_{10} \\ \infty \\ + \\ - \\ \times \\ \div \\ 5^2 \\ (1 - 2) + 3 \end{array}$$

Lines of Effort

Improving Instruction

- Monthly Benchmarks
- Prof Development - SVMi, CHAMPS
- IXL - Supplemental Instruction
- Instructional Coaching - SVMi, Reach
- Varied Instructional Strategies - Blended Learning/Stations

Expanding High Impact Tutoring

- Small Intensive 1:1/1:2 Ratio
- Additional Hours (Sat/After-Before School, Holidays)
- Classroom Supports - Push In
- Increasing Math Mindset & Math Confidence

Targeted Support strategies

- Additional Staff - Class Size Reduction
- Math-Counts Competitive Team
- Outside Consulting - Ms. Foster
- Math Committee

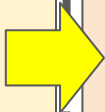
End State: OMI Math CAASPP Proficiency gains 10% per grade level

Path to CAASPP Success - Timeline

SY 22-23

Stage 1

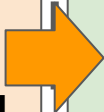
- * Adoption of common aligned curriculum articulated
- * Hire math coaches
- * Recruitment/ evaluation of highly effective math teachers



Spring 2024

Stage 2

- *Pilot Tutoring Program (High Impact Tutoring-HIT)
- *Professional Consulting - SVMI
- *Instructional & Assessment Alignment (ICAs) w/ CAASPP format



Fall 2025

Stage 3

- *Expand Impact of HIT - # students impacted, minimum of 3 days a week, 30 min or more within school day
- *Expand IXL supplemental resources
- *Implement monthly Benchmarks, ICA/FIAB/IAB this year.
- *Increase CAASPP exposure - 5 by Friday (CAASPP Test questions)
- *Enhance SVMI instructional practices with conceptual understanding.
- *Align ASP tutoring structure - more 1:2 time and small group tutoring utilizing Room 1 materials by Sabrina Foster



Spring 2026

Stage 4

- *Increase weekly minutes & days per cadet to reach 100min
- *Tutors: regular progress reports to parents.
- *Add tutoring for cadets identified at each grade level to meet proficiency target
- *Increase recruit and hire qualified tutors.
- *Alter testing schedule for small group testing w/ tutors

Preliminary CAASPP Dashboard Results 2024-2025

LEARN MORE
Mathematics



Orange

106.6 points below standard

Increased 16.5 Points ⬆

EQUITY REPORT

Number of Student Groups in Each Color



Student Group Details

All Student Groups by Performance Level



Orange

African American

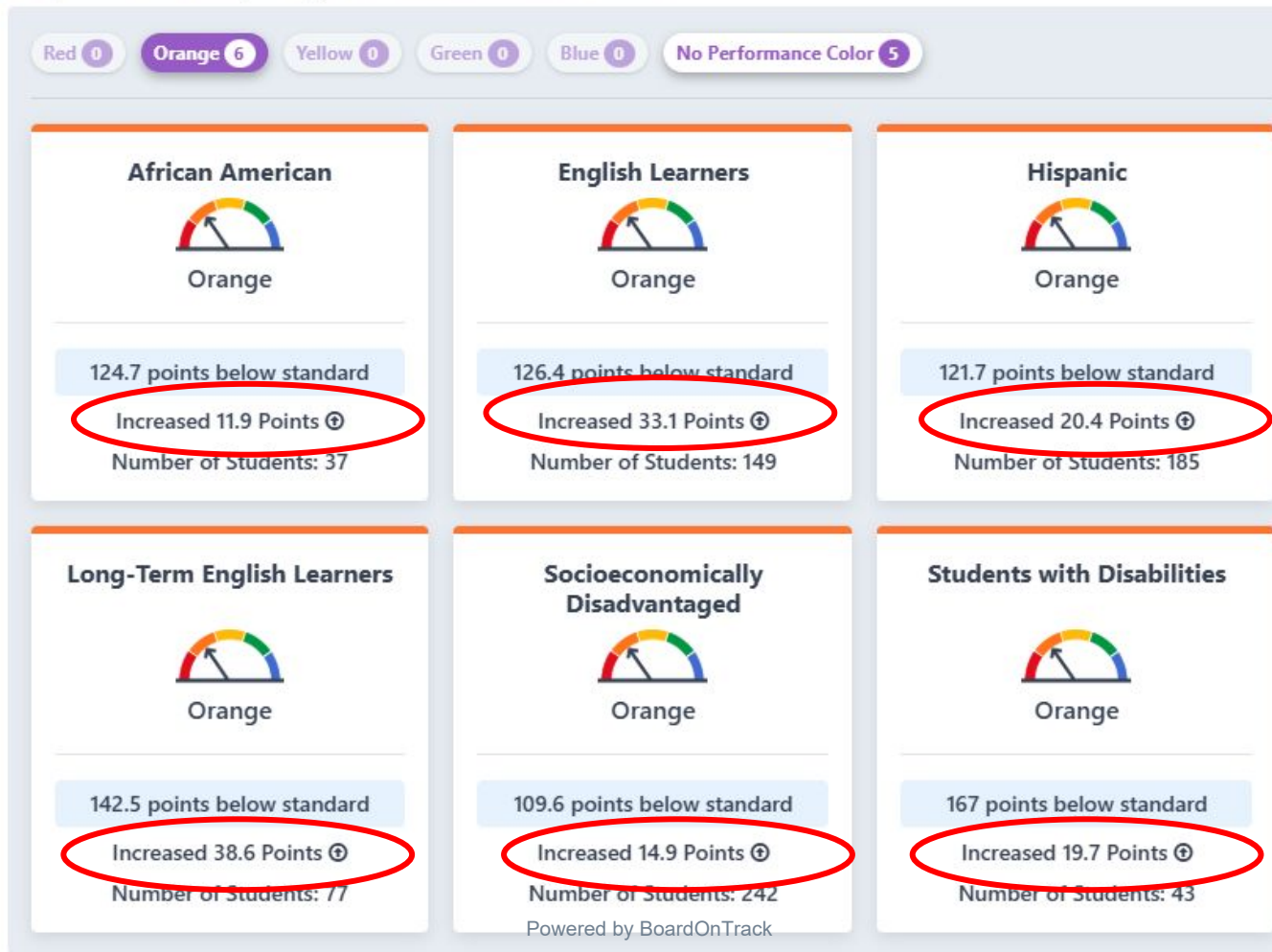
English Learners

Hispanic

Long-Term English Learners

Socioeconomically Disadvantaged

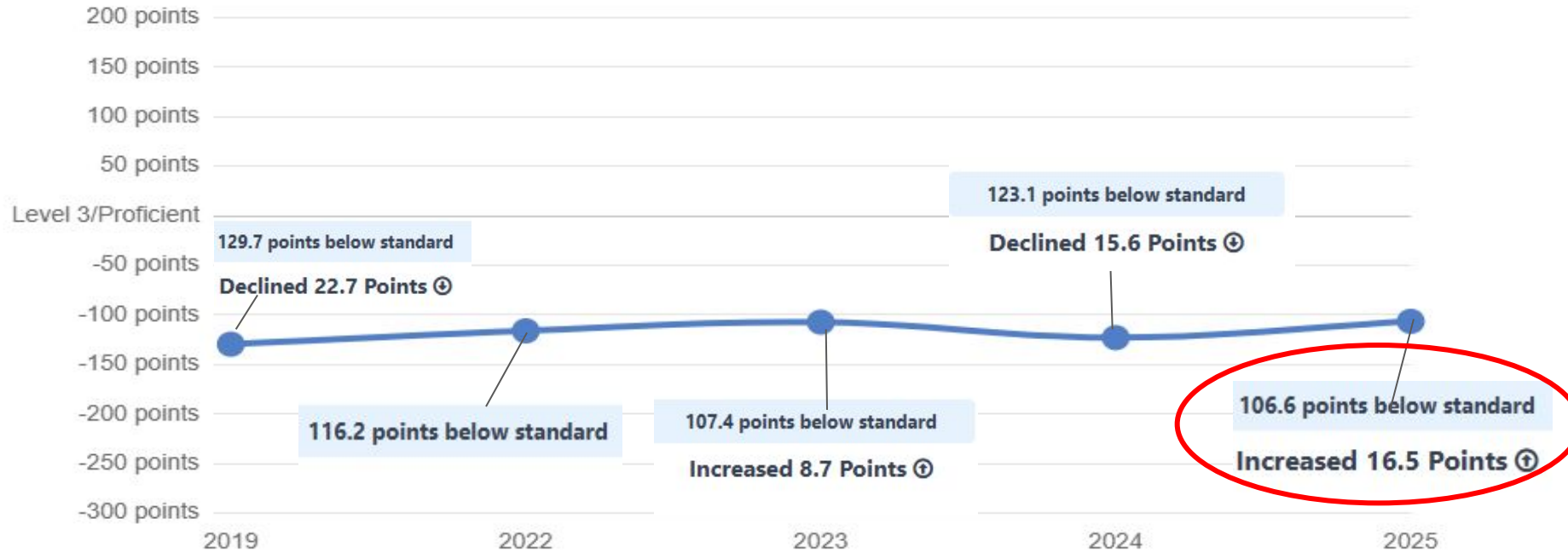
Students with Disabilities



Distance From Standard (Mathematics)

Oakland Military Institute College Preparatory Academy - Regular Board Meeting - Agenda - Thursday November 20, 2025 at 4:00 PM

Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

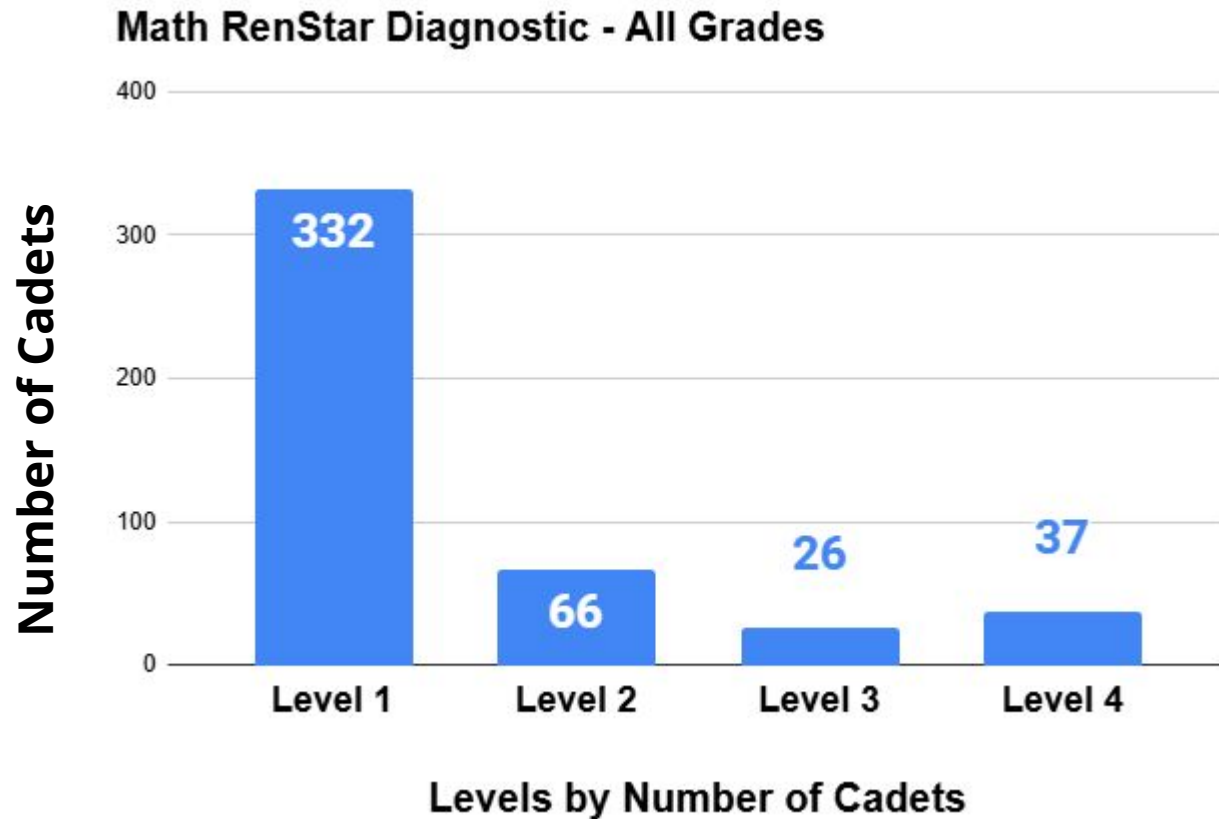


Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

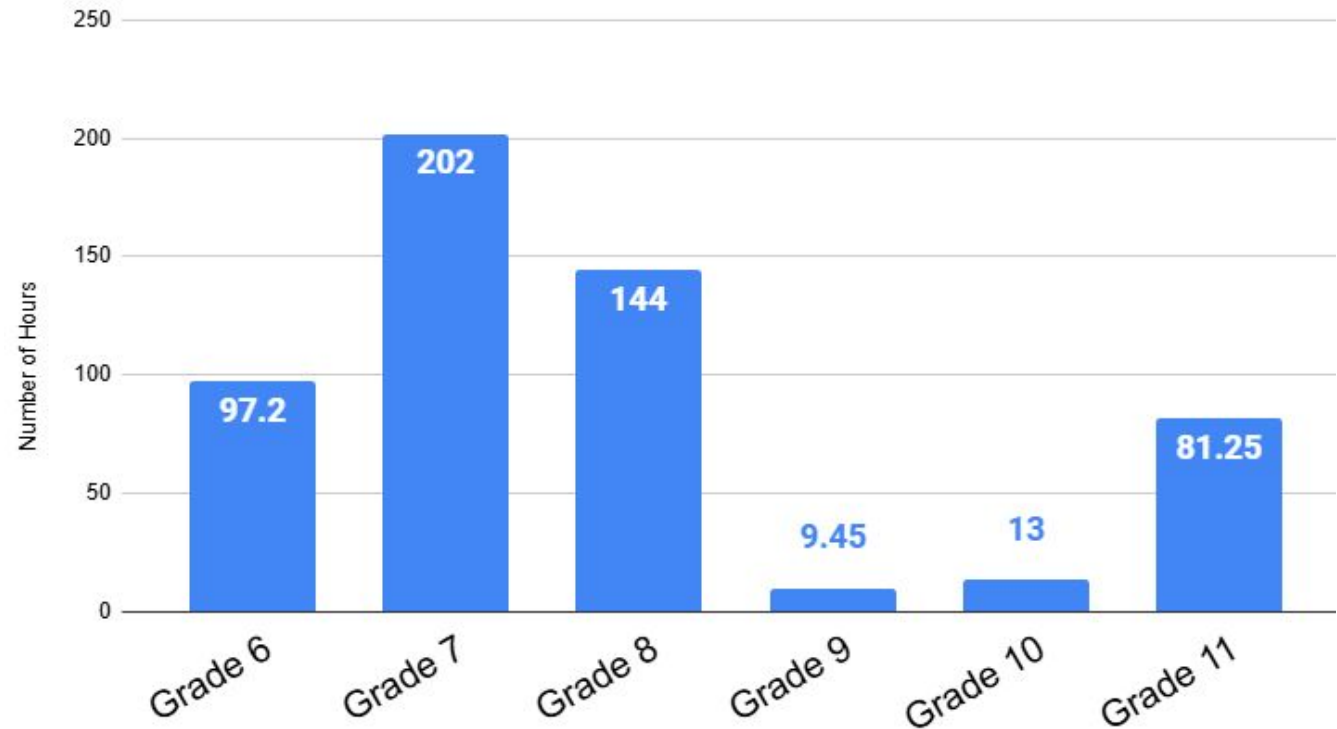


Diagnostic Data - Starting Point

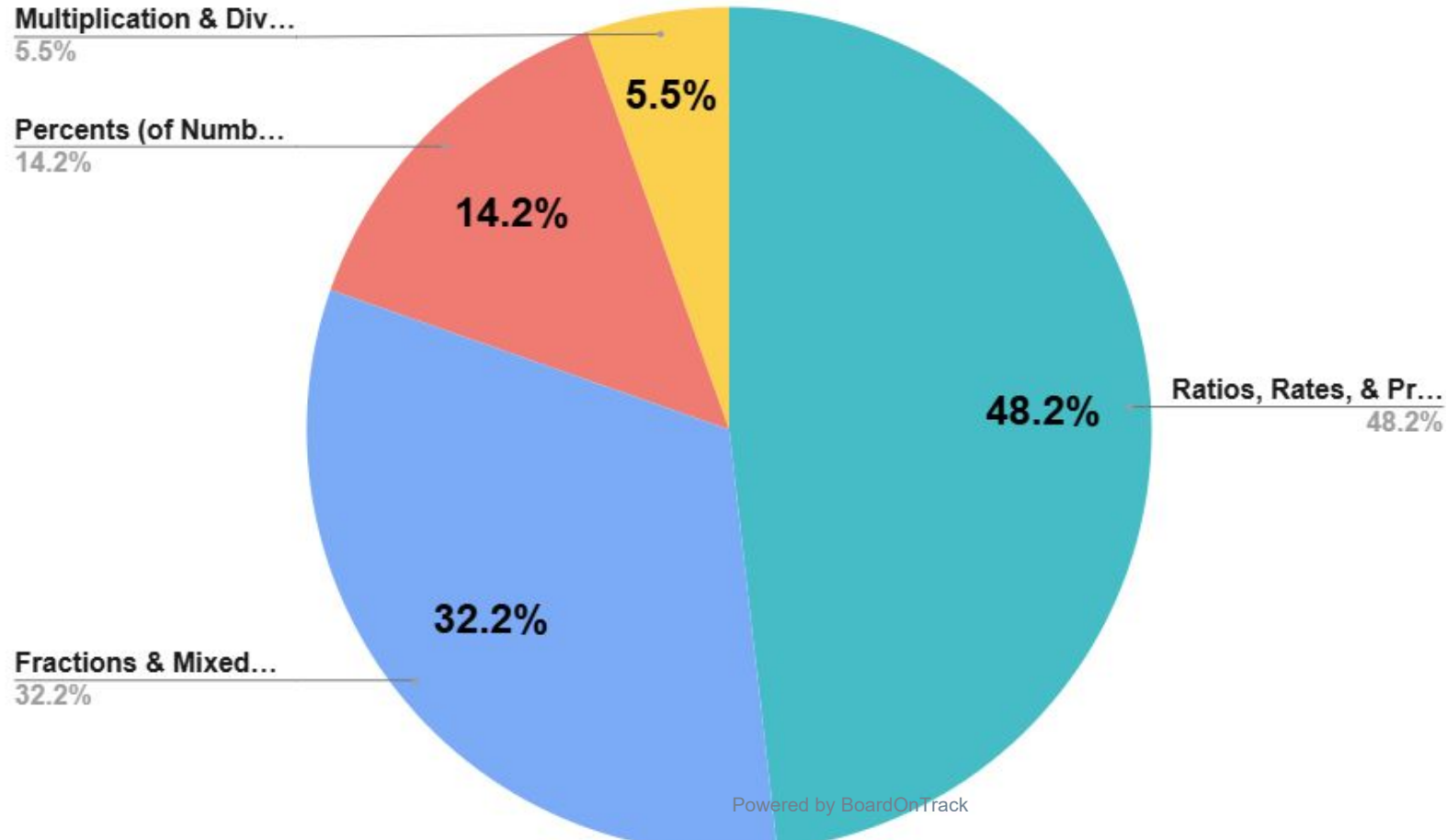


Tutoring Impact

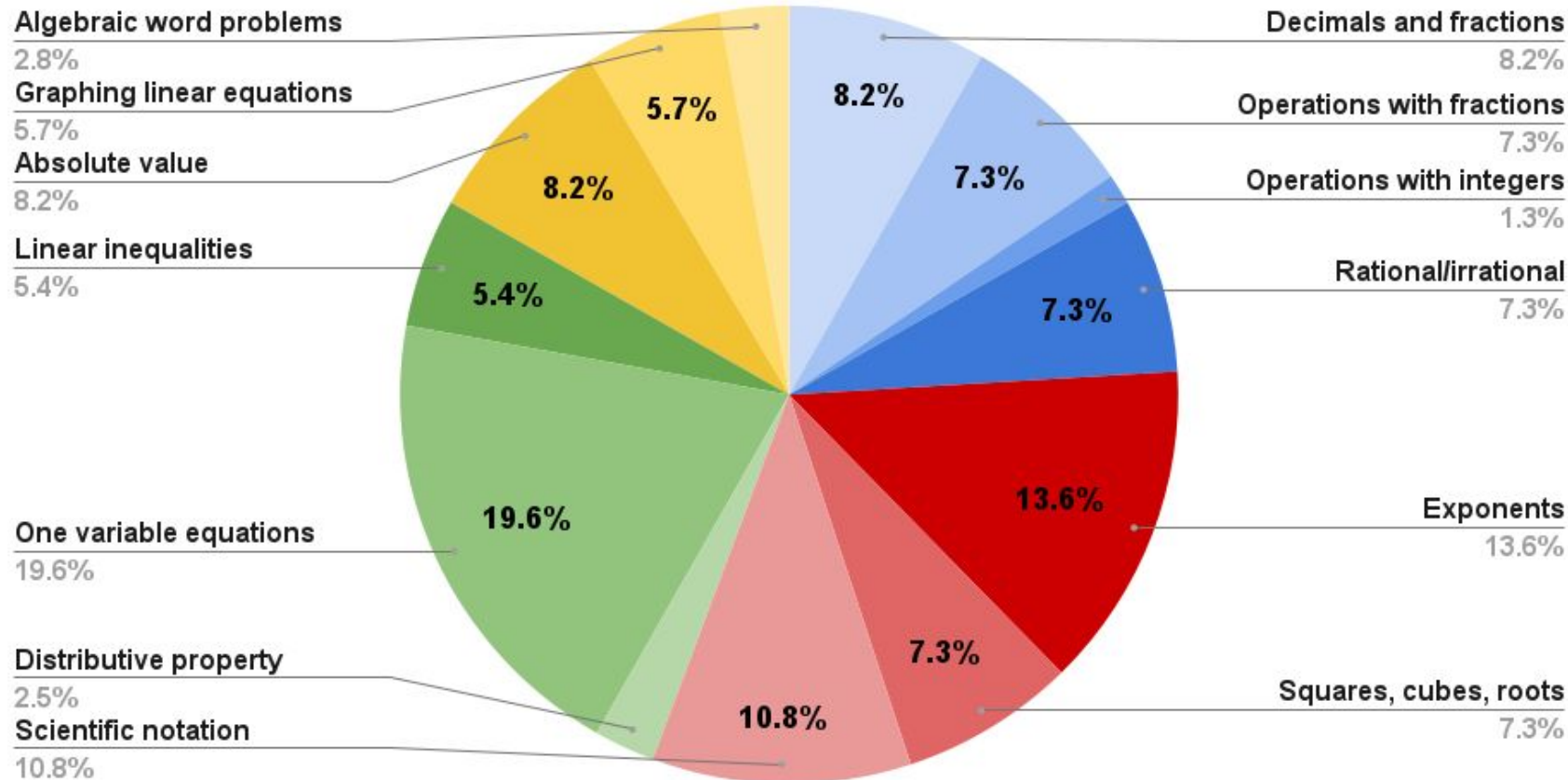
Tutoring Hours - By Grade - Collective pull-out



Example: 7th Grade Tutoring Focus



8th Grade Tutoring Minutes



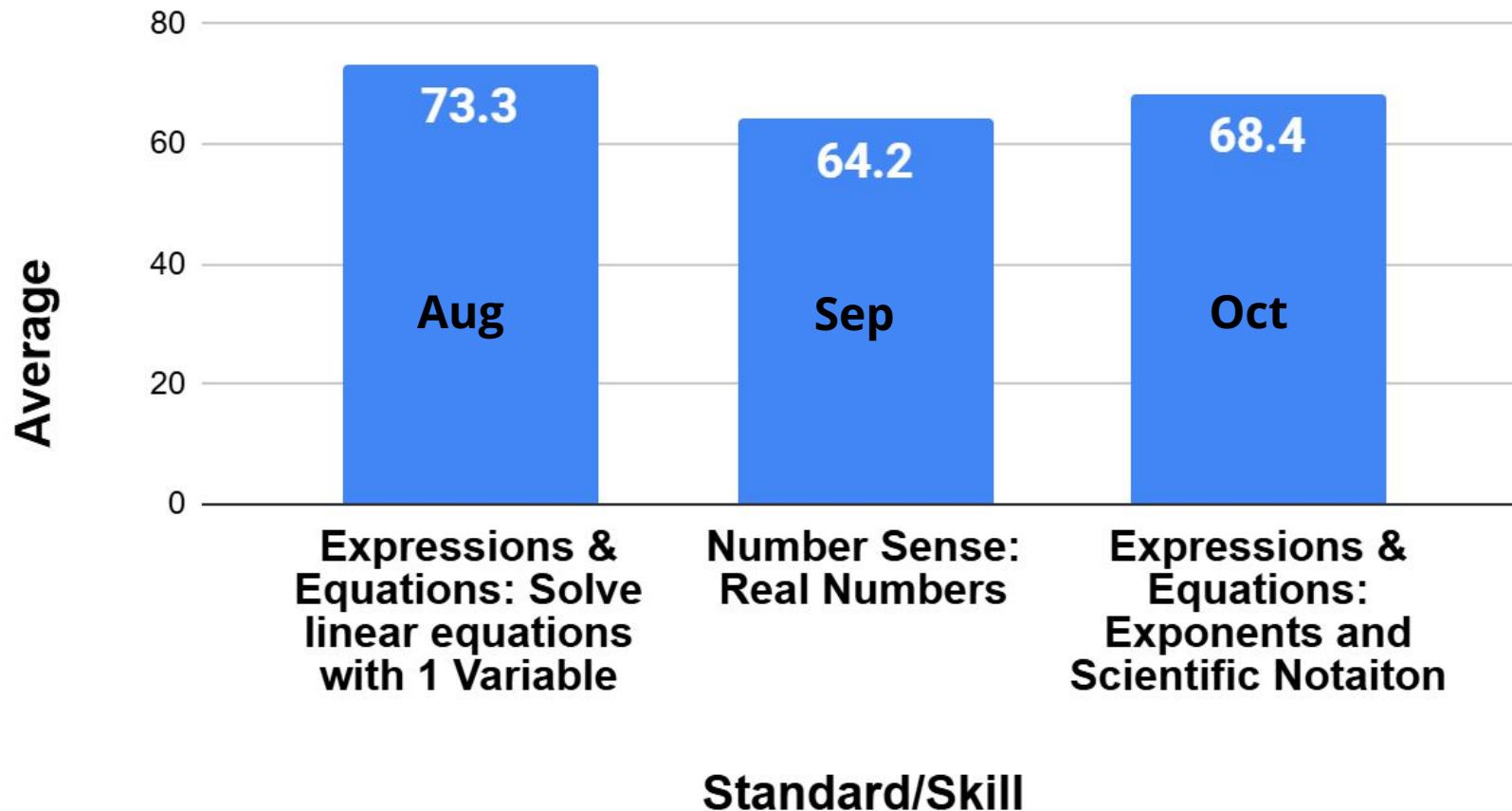
Grade Level Benchmarks

August - October

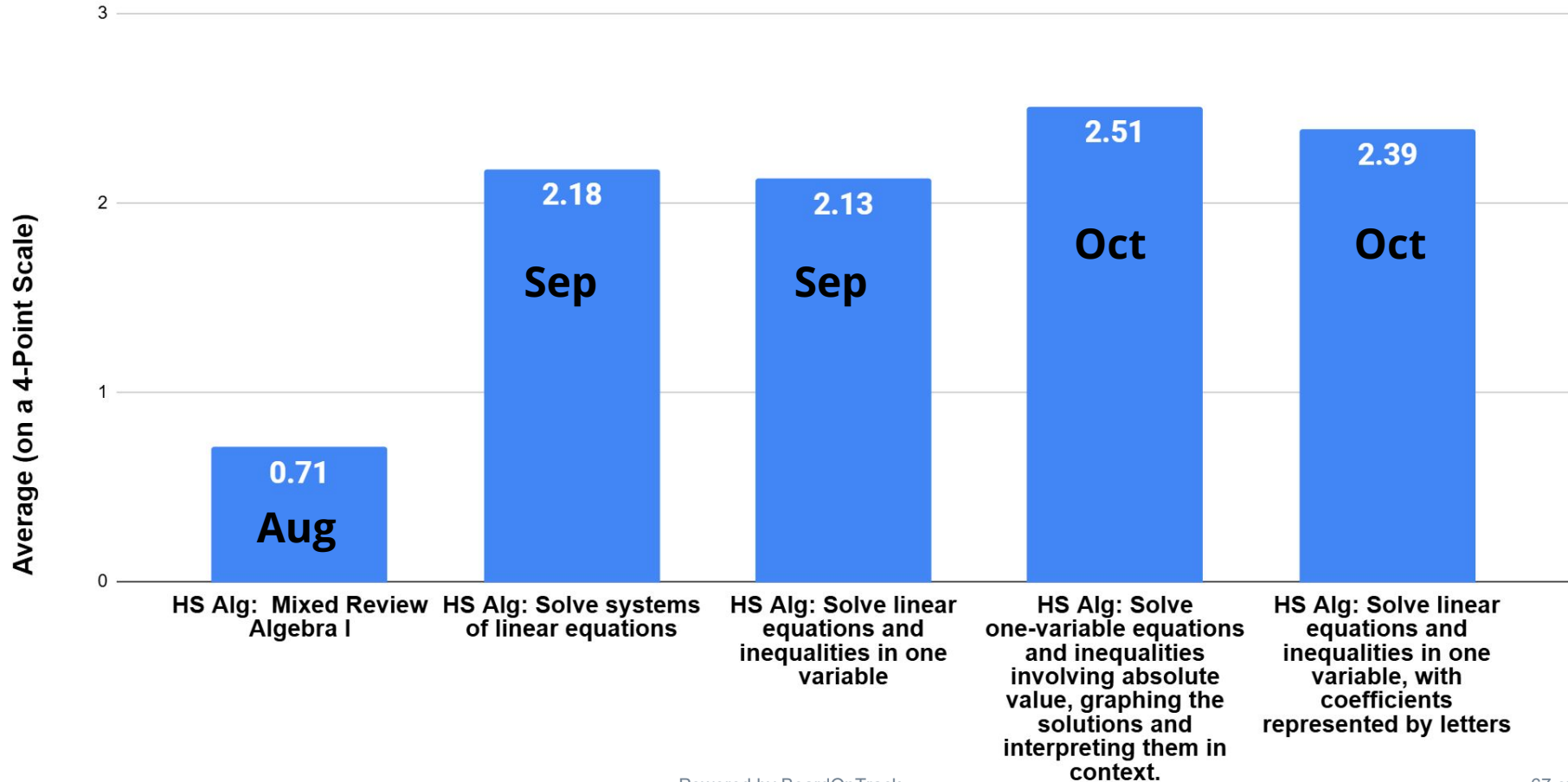


**Assessment Results based on state Math Standards,
or Interim Comprehensive Assessments (ICAs)**

8th Grade Benchmarks - Standards Proficiency

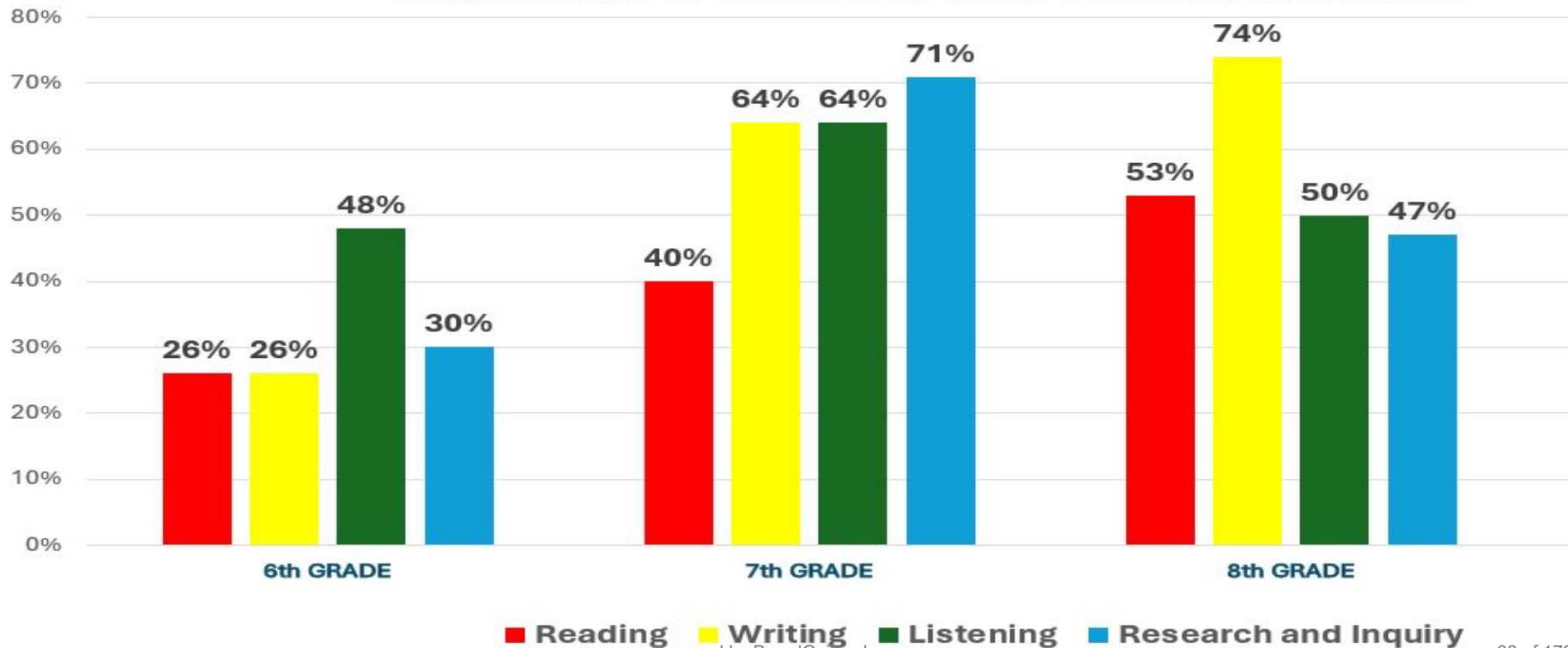


Grade 11 - Algebra II Standard by Average (on a 4-Point Scale)



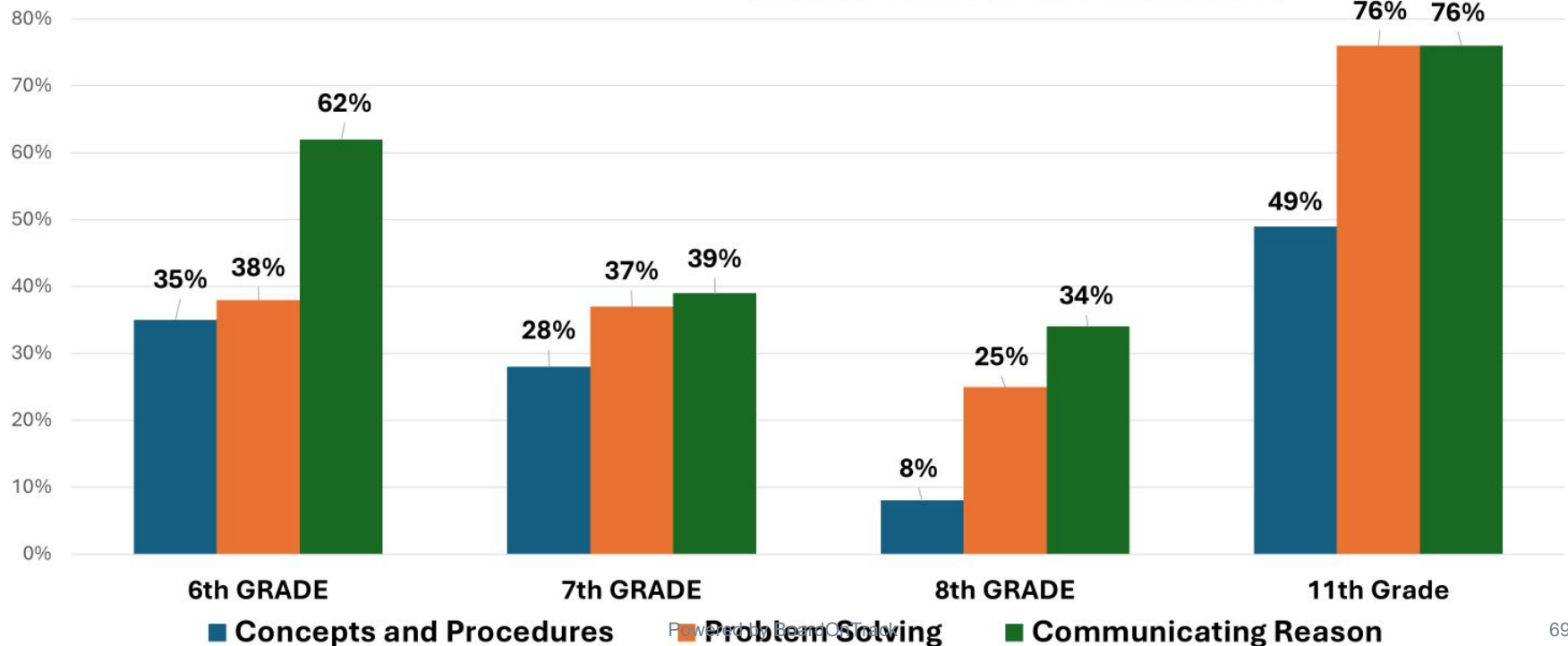
6TH – 8TH MS GRADE ELA ICA Computer Adaptive

PERCENTAGE OF STUDENTS NEAR OR ABOVE STANDARD



6TH – 8TH and 11th GRADE MATH ICA (Computer Adaptive)

PERCENTAGE OF STUDENTS NEAR OR ABOVE STANDARD



OMI 2026 Math & ELA Performance Targets

We have 3 metrics we are targeting for charter renewal:

- ★ **Increase % proficient**
- ★ **Decrease Distance from standard by subgroup {AA, Hisp, SED}**
- ★ **Increase Core Districts Growth Metric points above 50% ave growth**

% Proficient Target based on OUSD & State Averages


% Proficient	Math HS 2025	Math MS 2025	ELA HS 2025	ELA MS 2025
CA State	30%	33%	57%	48%
OUSD	19%	20%	36%	32%
OMI	15% [-4]	10% [-10%]	58.5% [+22%]	26% [-5%]
OMI 2026 Target % Proficient	25% - 30% *need 13-16 cadets prof	25% *need 15 @ 6th *need 17 @ 7th *need 22 @ 8th	60% - 65% *need 32-35 cadets	35% *need 21 @ 6th *need 26 @ 7th *need 31 @ 8th

OMI 2026 target distance from standard Math by subgroup

Distance from standard by subgroup	Math AA	Math Hisp	Math SED	Math LTEL
State	96 pts below	74 pts below	73 pts below	159 pts below
OUSD	132 pts below	111 pts below	106 pts below	177 pts below
OMI	124 pts below <i>[+8 points closer to standard than OUSD]</i> <i>28 pts lower than state ave</i>	122 pts below <i>[11 pts farther from standard than OUSD]</i> <i>48 pts lower than state</i>	109 pts below <i>[3 pts farther from standard than OUSD]</i> <i>36 pts lower than state</i>	142 pts below <i>[35 pts closer to standard than OUSD]</i> <i>17 points better than state</i>
OMI 2026 target distance from standards	Math AA 96 pts below * 28 pt growth	Math Hisp 90 pts below *32 pt growth	Math SED 79 pts below *30 pt growth	Math LTEL 122 pts below *20 pt growth

Core Districts Growth Metric

Target by points at or above 50%

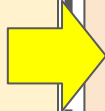
CORE Districts Growth Metric 24-25 TBD	23-24 Math [*50% = ave growth rate]	24-25 Math TBD	25-26 Math Growth Target	
OUSD	60% ave growth *ave distance from standard -135			
OMI High School	97% ave growth *ave distance from standard -123		75%+ ave growth *ave distance from standard -90	
OMI Middle School	51% ave growth		60% ave growth *ave distance from standard -110	

Path to CAASPP Success - Timeline

SY 22-23

Stage 1

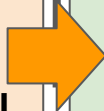
- * Adoption of common aligned curriculum articulated
- * Hire math coaches
- * Recruitment/ evaluation of highly effective math teachers



Spring 2024

Stage 2

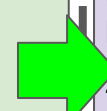
- *Pilot Tutoring Program (High Impact Tutoring-HIT)
- *Professional Consulting - SVMI
- *Instructional & Assessment Alignment (ICAs) w/ CAASPP format



Fall 2025

Stage 3

- *Expand Impact of HIT - # students impacted, minimum of 3 days a week, 30 min or more within school day
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- *Enhance SVMI instructional practices with conceptual understanding.
- *Align ASP tutoring structure - more 1:2 time and small group tutoring utilizing Room 1 materials by Sabrina Foster



Spring 2026

Stage 4

- *Increase weekly minutes & days per cadet to reach 100min
- *Tutors: regular progress reports to parents.
- *Add tutoring for cadets identified at each grade level to meet proficiency target
- *Increase recruit and hire qualified tutors.
- *Alter testing schedule for small group testing w/ tutors

Summary: Finalize Stage 3 & Activate Stage 4

- **Continue Momentum from 24-25 modifying to Intensive Tutoring Focus to 1:1 or 1:2**
- **Assessment scores may be lower due to ChatGPT access for Homework. Math is a slow spiral that accelerates impact in Winter/Spring Months and builds upon itself.**
- **Diagnostic data shows we have a heavier lift due to larger gaps in skills and grade level knowledge. Tutoring mitigates gaps with small group instruction.**
- **Expand CAASPP testing window time frame and implement 1:3 CAASPP testing environment format with Tutors.**

Coversheet

2025-2026 Williams Monitoring Facilities Report

Section:	VI. Information/Discussion Items
Item:	B. 2025-2026 Williams Monitoring Facilities Report
Purpose:	
Submitted by:	
Related Material:	2025-2026 Williams Facilities Inspection Report.pdf



FACILITY INSPECTION TOOL (FIT) OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL FACILITY CONDITIONS EVALUATION

INITIAL INSPECTION

Inspector Name	Telesforo Castro	INSPECTOR'S COMMENTS AND RATING EXPLANATION
Inspector Title	Facility Inspector	
Date of Inspection	07/29/2025	
Time of Inspection	8:00:00 AM	
Weather Conditions	Partly Cloudy	
		School is 6-12 and is Ed Code 35292.6 compliant

School Site	Oakland Military Institute, College Preparatory Academy (016)	DISTRICT'S RESPONSES TO REPORT
Number of Classrooms on site		
Number of Restrooms on site		
Name of District Representative	Ismael Robles	
Title of District Representative	Facilities Manager	
Email of District Representative	irobles@omiacademy.org	
Site Enrollment		
Estimated Building Volume (Cubic Feet)		
Estimated Site Square Footage / Acreage		
Estimated Building Square Footage		

FOLLOW UP INSPECTION

Follow Up	NA	FOLLOW UP COMMENTS
Date of Follow Up		
Corrections Made		
Follow Up Contact Name		
Follow Up Contact Email		



FACILITY INSPECTION TOOL (FIT) OFFICE OF PUBLIC SCHOOL CONSTRUCTION
SCHOOL FACILITY CONDITIONS EVALUATION | LABORATORY INSPECTION

ID	EQUIPMENT	Do you have access to the following safety equipment?	Yearly inspection by LEA (dated)?	Comments
1	Eye wash station	Yes	No	
2	Fire blankets	Yes	No	
3	Fire extinguisher	Yes	No	
4	Gas jets	No	No	
5	Goggles	Yes	No	
6	Goggle sanitation supplies	Yes	No	
7	Hood	No	No	
8	Shower station	Yes	No	
9	Other:	NA	NA	


FACILITY INSPECTION TOOL (FIT) OFFICE OF PUBLIC SCHOOL CONSTRUCTION
 SCHOOL FACILITY CONDITIONS EVALUATION

ID	Building / Area Name	Estimated Square Footage	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINES	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES	COMMENTS:
1	Main Office		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK	
2	Staff Restroom 1		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	
3	Staff Restroom 2		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	
4	Fountain by Main Office		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
5	Girls Restroom by 16		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	
6	Boys Restroom by 16		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	
7	Classroom 16		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
8	Classroom 15		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
9	Classroom 17		OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	Pencil sharpener missing cover
10	Classroom 19		OK	OK	OK	OK	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	One electric outlet missing cover plate
11	Girls Restroom Portables		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	
12	Boys Restroom Portables		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	
13	Staff Restroom Portables		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	
14	Portables P21		OK	OK	OK	OK	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	Electric outlet missing cover plate
15	Portables P22		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
16	Portables P23		OK	OK	OK	OK	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	3 lights are out
17	Portables P26		OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	One floor tile chipped
18	Portables P24		OK	OK	OK	D	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	Floor tiles (4) are chipped and 3 lights are out


FACILITY INSPECTION TOOL (FIT) OFFICE OF PUBLIC SCHOOL CONSTRUCTION
 SCHOOL FACILITY CONDITIONS EVALUATION

ID	Building / Area Name	Estimated Square Footage	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINES	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES	COMMENTS:
19	Portables P25		OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	Several ceiling tiles are cracked
20	Portables P27		OK	OK	OK	D	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	Wallpaper ripped on one wall and one light is out
21	Portables P28		OK	OK	OK	D	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	Pencil sharpener cover is missing, one floor tile is chipped and 2 lights are out
22	Portables P29		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
23	Portables P30		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
24	Classroom C101		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
25	Classroom C102		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
26	Fountain by C102		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
27	Weight Room		OK	OK	OK	OK	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	2 lights are out
28	Classroom C203		OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	Several ceiling tiles are broken.
29	Classroom C202		OK	OK	OK	D	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	Wallpaper ripped on one wall and 2 lights are out
30	Classroom C201		OK	OK	OK	D	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	Several ceiling tiles are broken, pencil sharpener cover is missing and one light is out
31	Classroom 13		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
32	Classroom 14		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
33	Classroom 12		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
34	Classroom 11		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
35	Staff Lounge Room10		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
36	Girls Restroom by 8		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	


FACILITY INSPECTION TOOL (FIT) OFFICE OF PUBLIC SCHOOL CONSTRUCTION
 SCHOOL FACILITY CONDITIONS EVALUATION

ID	Building / Area Name	Estimated Square Footage	GAS LEAKS	MECH/AHVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINES	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES	COMMENTS:
37	Boys Restroom By 8		OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	NA	OK	One urinal is not working (flushing)
38	Classroom 8		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
39	Classroom 7		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
40	Classroom 6		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
41	Classroom 5		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
42	Classroom 4		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
43	Classroom 3		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
44	Classroom 2		OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	3 floor tiles ares chipped
45	Classroom 1		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
46	Cafeteria		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
47	Staff Restroom Inside Cafeteria		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	
48	Classroom B101		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
49	Classroom B102		OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	
50	Conference Room		OK	OK	OK	OK	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	One electric outlet plate is cracked and 2 lights out
51	Girls Restroom 1st Floor		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	
52	Boys Restroom 1st Floor		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	
53	Staff Restroom 1st Floor		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	
54	Girls Restroom 2nd Floor		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	


FACILITY INSPECTION TOOL (FIT) OFFICE OF PUBLIC SCHOOL CONSTRUCTION
 SCHOOL FACILITY CONDITIONS EVALUATION

ID	Building / Area Name	Estimated Square Footage	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES	COMMENTS:
55	Boys Restroom 2nd Floor		OK	OK	OK	OK	OK	OK	OK	D	OK	OK	OK	OK	OK	NA	OK	One toilet is out of service
56	Staff Restroom 2nd Floor		OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	NA	OK	
57	Classroom B206		OK	OK	OK	D	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	Several ceiling tiles have water stains and one electric outlet plate is cracked
58	Classroom B205		OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	Loose ceiling tiles are hanging
59	Classroom B204		OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	Several ceiling tiles have water stains
60	Classroom B203		OK	OK	OK	D	OK	OK	D	NA	OK	OK	OK	OK	OK	NA	OK	Several ceiling tiles have water stains and several electric outlets (3) cover plates are cracked
61	Classroom B202		OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	Several ceiling tiles have water stains and wallpaper is ripped on one wall
62	Classroom B201		OK	OK	OK	D	OK	OK	OK	NA	OK	OK	OK	OK	OK	NA	OK	Wallpaper is ripped on 3 diferent walls and several ceiling tiles have water stains



FACILITY INSPECTION TOOL (FIT) OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL FACILITY CONDITIONS EVALUATION

Oakland Unified | Oakland Military Institute, College Preparatory Academy (01612590130617) | Inspected by Telesforo Castro

CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS / FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HV AC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
62	Number of "OK"s:	62	62	62	46	62	62	50	14	62	62	62	62	62	3	62
	Number of "D"s:	0	0	0	16	0	0	12	2	0	0	0	0	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	46	0	0	0	0	0	59	0
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)		100.00%	100.00%	100.00%	74.19%	100.00%	100.00%	80.65%	87.50%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			74.19%	100.00%		80.65%	93.75%		100.00%		100.00%		100.00%	
Rank GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			POOR	GOOD		FAIR	GOOD		GOOD		GOOD		GOOD	
		OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE							93.57%		SCHOOL RATING**		GOOD			

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	RATING	DESCRIPTION
99%-100%	EXEMPLARY	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.
90%-98.99%	GOOD	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.
75%-89.99%	FAIR	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.
0%-74.99%	POOR	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.

Coversheet

Financial Update

Section: VI. Information/Discussion Items
Item: C. Financial Update
Purpose:
Submitted by:
Related Material: OMI-Nov BOD Meeting Financial Packet-JW-20251113.pdf

BACKGROUND:

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

Oakland Military Institute Financial Update

JESSIKA WELCOME

NOVEMBER 20, 2025





Contents

■ 2025-26 Financial Update

- Math Program Investments
- Forecast Update
- Enrollment & Attendance
- Monthly Cash Balance
- CTEIG Grant
- Brown Act: SB707
- 1st Interim Report Overview
- 1st Interim Budget Assumptions
- 1st Interim Budget Summary
- Approximate Costs of Increases to Salary Schedules

■ Exhibits

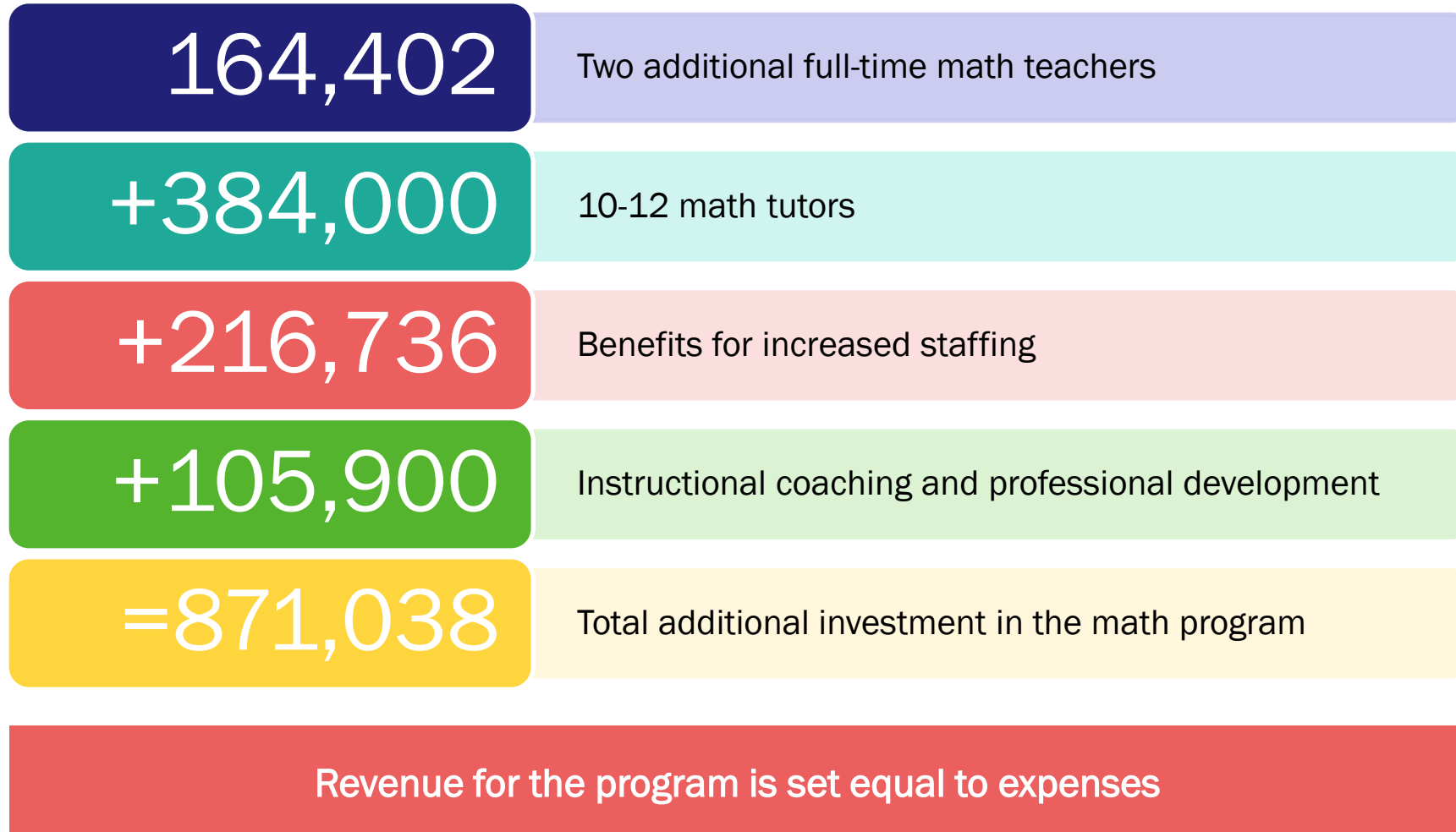
- October Financials
- October Cash Flow
- October Balance Sheet
- MYP

2025-26



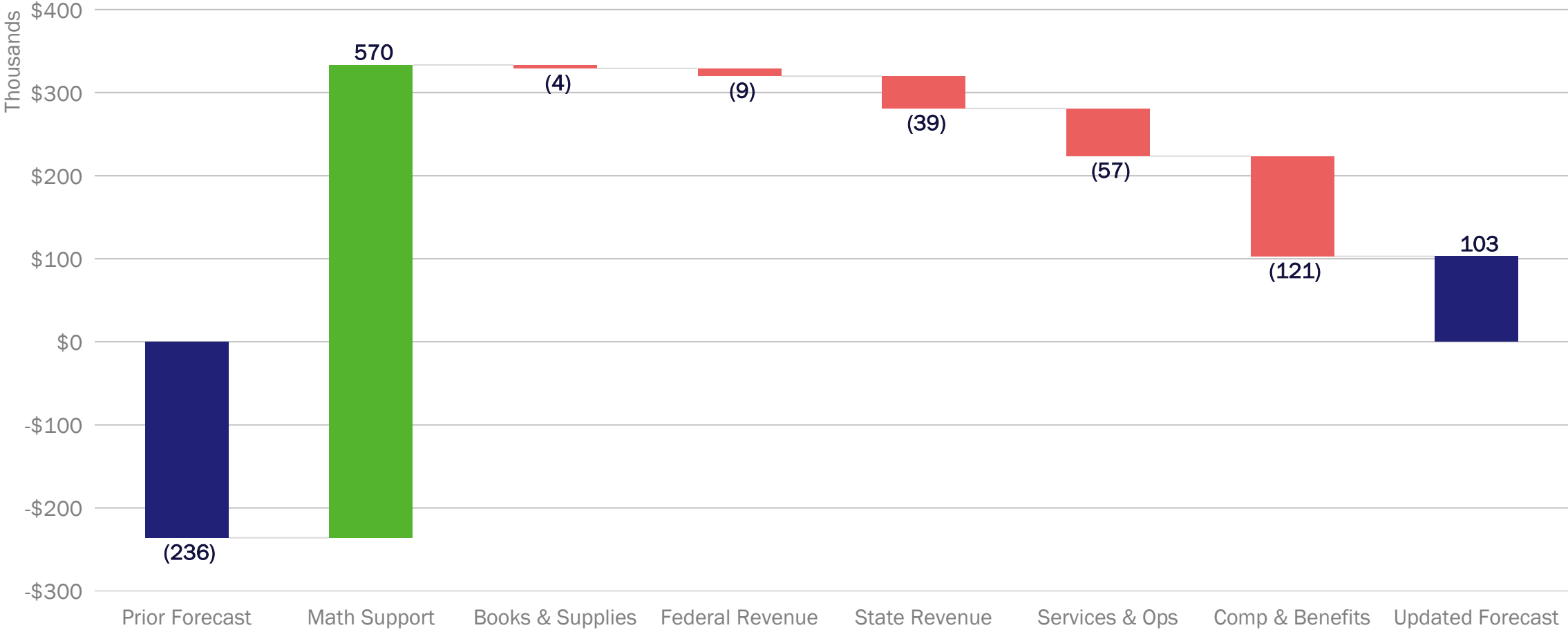
Math Program Investments

Forecast includes a substantial increase in support for the math program



2025-26 Forecast Update

Subtitle





Enrollment & Attendance

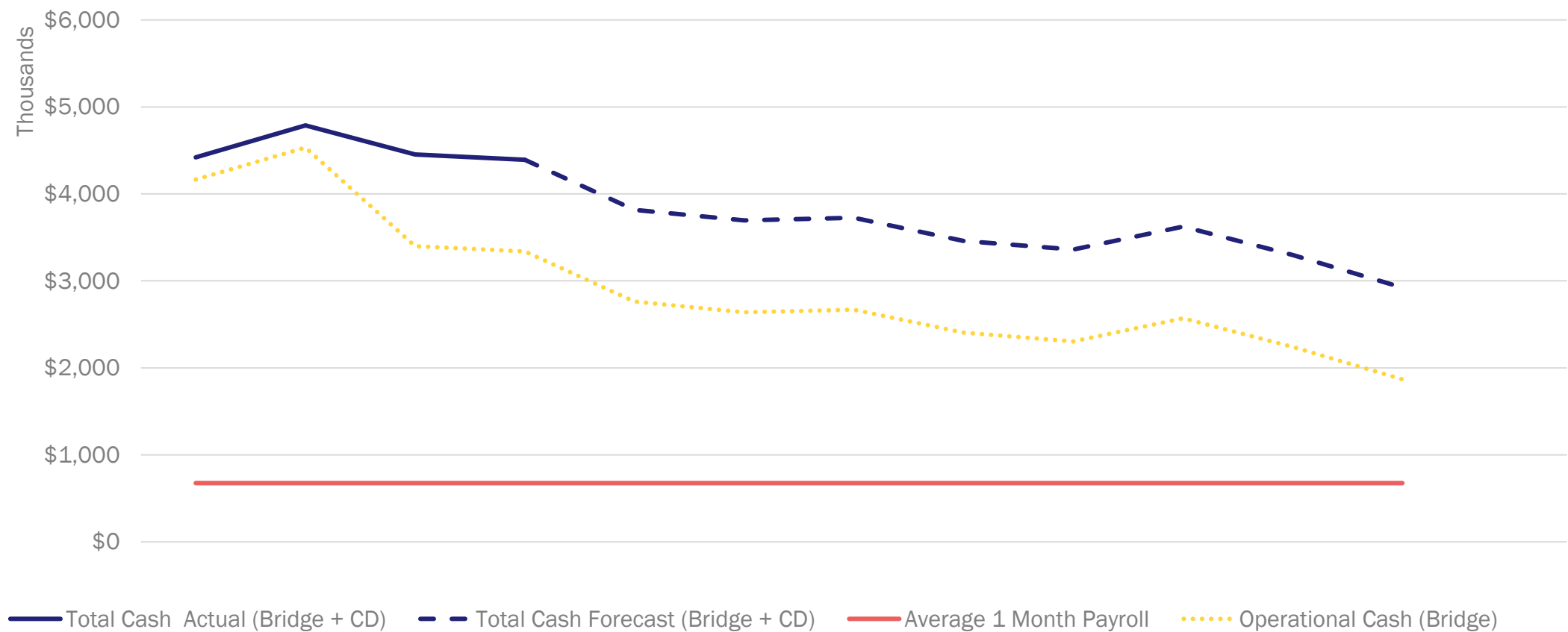
Both enrollment and attendance remained above the forecast through Month 3





2025-26 Monthly Cash Balance

Balance in CDs now at \$1.06M



Career Technical Education Incentive Grant (CTEIG)

Preliminary Award

- \$307K
- Not currently in forecast

Allowable Expenditures

- Curriculum and instructional materials that focus on career technical pathways
- CTE professional development
- CTE equipment
- Student support services for career, academic, and social-emotional needs
- Purchasing or renting vehicles for CTE use

Matching Funds Requirement

- Grant requires a local match of 2-to-1



Brown Act: SB707 – Effective January 1, 2026

Extends and updates teleconferencing rules under Brown Act through January 1, 2030

Remote Attendance

Allowed for “Just Cause”

- Members can attend remotely for specified reasons; must use audio & video
- Quorum must meet in person
- Limited to 2–7 uses/year, based on board meeting frequency
- Minutes must note specific statutory basis for the remote appearance

Emergency Circumstances

Separate rules for declared emergencies

- State or local declared emergencies
- Entire board can meet remotely
- Must vote to confirm risk every 45 days

Accessibility

New rules for accessibility

- Accommodation for disability → board members can participate remotely (counts toward quorum)
- That board member can attend via audio only if disability prevents use of a camera
- Board chairs can warn or remove remote participants who disrupt meeting

1st Interim Report Overview

What?

- The district and county's first financial update
- Includes financial data from July – October
- Supplemental materials include Cash Flow and FCMAT Calculator

When?

- Submitted every year
- Due on/before December 15

How?

- Excel 'Alt-form' showing Budget, Actuals, and Current Forecast
- Cover page with wet signature also submitted

1st Interim Budget Assumptions

Our current forecasts for 2026-27 & 2027-28 include the following:

2026-27

- ❖ Enrollment: 500
- ❖ Attendance: 94%
- ❖ LCFF COLA: 3.02%
- ❖ Expense COLA: 3.00%
- ❖ STRS: 19.10%
- ❖ PERS: 26.90%
- ❖ Health Increase: 10.00%

2027-28

- ❖ Enrollment: 510
- ❖ Attendance: 94%
- ❖ LCFF COLA: 3.42%
- ❖ Expense COLA: 3.00%
- ❖ STRS: 19.10%
- ❖ PERS: 27.8%
- ❖ Health Increase: 10.00%
- ❖ \$200K of additional grants

1st Interim MYP

		2025-26	2026-27	2027-28
		Current Forecast	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	7,514,052	7,737,597	8,145,205
	Federal Revenue	644,257	656,580	665,992
	Other State Revenues	2,182,947	1,822,246	1,780,705
	Local Revenues	446,908	277,908	277,908
	Fundraising and Grants	901,038	80,000	80,000
	Total Revenue	11,689,202	10,574,331	10,949,810
Expenses	Comp and Benefits	7,328,759	6,737,187	6,892,884
	Books and Supplies	748,053	757,986	1,028,615
	Services and Other Ops	3,084,357	2,665,505	2,673,844
	Depreciation	401,313	390,224	366,400
	Other Outflows	23,777	24,490	25,225
	Total Expenses	11,586,259	10,575,392	10,986,968
	Operating Income	102,943	(1,061)	(37,158)
	Beginning Balance (Unaudited)	12,384,537	12,487,480	12,486,419
	Operating Income	102,943	(1,061)	(37,158)
Ending Fund Balance (incl. Depreciation)		12,487,480	12,486,419	12,449,261
Ending Fund Balance as % of Expenses		107.78%	118.07%	113.31%

Approximate Cost of Increases to Pay Schedules

% Increase	FY26	FY27	FY28
1%	+\$61K	+\$55K	\$55K
2%	+\$121K	+\$109K	+\$111K
2.3% (COLA)	+\$139K	+\$125K	+\$127K
3%	+\$181K	+\$164K	+\$166K

Exhibits



Oakland Military Institute
Income Statement
As of Oct FY2026

		Actual			YTD	Budget & Forecast						
		Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
SUMMARY												
Revenue												
	LCFF Entitlement	530,606	668,056	518,471	1,717,134	7,515,493	7,513,942	7,514,052	110	(1,441)	5,796,918	23%
	Federal Revenue	-	-	40,768	40,768	738,911	653,577	644,257	(9,320)	(94,654)	603,489	6%
	Other State Revenues	281,777	52,576	180,496	543,044	1,997,182	2,221,967	2,182,947	(39,020)	185,765	1,639,902	25%
	Local Revenues	10,536	6,301	146,966	164,706	263,073	347,908	446,908	99,000	183,835	282,201	37%
	Fundraising and Grants	150,000	-	-	150,000	220,000	331,435	901,038	569,603	681,038	751,038	17%
	Total Revenue	972,919	726,933	886,702	2,615,653	10,734,659	11,068,828	11,689,201	620,373	954,542	9,073,549	22%
Expenses												
	Compensation and Benefits	594,708	686,459	670,067	2,210,374	6,613,818	7,200,984	7,328,759	(127,775)	(714,941)	5,118,385	30%
	Books and Supplies	16,445	27,947	109,846	227,769	839,297	743,703	748,053	(4,350)	91,244	520,284	30%
	Services and Other Operating Expenditures	213,252	315,464	234,422	1,123,035	2,664,045	2,927,606	3,084,357	(156,751)	(420,312)	1,961,321	36%
	Depreciation	-	-	-	-	400,563	408,813	401,313	7,500	(750)	401,313	0%
	Other Outflows & Amortization	-	-	-	-	23,777	23,777	23,777	-	-	23,777	0%
	Total Expenses	824,405	1,029,869	1,014,335	3,561,179	10,541,499	11,304,882	11,586,258	(281,376)	(1,044,760)	8,025,080	31%
Net Income		148,513	(302,936)	(127,633)	(945,526)	193,160	(236,054)	102,943	338,997	(90,218)	1,048,469	
Fund Balance												
	Beginning Balance (Unaudited)					11,682,090	12,348,154	12,384,537				
	Net Income					193,160	(236,054)	102,943				
Ending Fund Balance						11,875,251	12,112,100	12,487,480				
Fund Balance as a % of Expenses						113%	107%	108%				

Oakland Military Institute
Income Statement
As of Oct FY2026

KEY ASSUMPTIONS

Enrollment Summary

4-6
7-8
9-12
Total Enrolled

ADA %

4-6
7-8
9-12
Average ADA %

ADA

4-6
7-8
9-12
Total ADA

Actual			YTD	Budget & Forecast						
Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
				70	70	70	-	-		
				155	155	155	-	-		
				275	275	275	-	-		
				500	500	500	-	-		
				94.0%	94.0%	94.0%	0.0%	0.0%		
				94.0%	94.0%	94.0%	0.0%	0.0%		
				94.0%	94.0%	94.0%	0.0%	0.0%		
				94.0%	94.0%	94.0%	0.0%	0.0%		
				65.80	65.80	65.80	-	-		
				145.70	145.70	145.70	-	-		
				258.50	258.50	258.50	-	-		
				470.00	470.00	470.00	-	-		

Oakland Military Institute
Income Statement
As of Oct FY2026

		Actual			YTD	Budget & Forecast						
									Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
		Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast				
REVENUE												
LCFF Entitlement												
8011	Charter Schools General Purpose Entitlement - State Aid	208,511	208,511	375,318	792,340	4,682,515	4,360,253	4,360,363	110	(322,151)	3,568,023	18%
8012	Education Protection Account Entitlement	-	316,392	-	316,392	998,470	1,306,457	1,306,457	-	307,987	990,065	24%
8096	Charter Schools in Lieu of Property Taxes	322,095	143,153	143,153	608,402	1,834,509	1,847,232	1,847,232	-	12,723	1,238,830	33%
SUBTOTAL - LCFF Entitlement		530,606	668,056	518,471	1,717,134	7,515,493	7,513,942	7,514,052	110	(1,441)	5,796,918	23%
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	69,745	69,600	69,600	-	(145)	69,600	0%
8220	Child Nutrition Programs	-	-	-	-	393,975	309,280	309,280	-	(84,695)	309,280	0%
8291	Title I	-	-	36,197	36,197	212,139	214,231	205,875	(8,356)	(6,264)	169,678	18%
8292	Title II	-	-	-	-	24,706	25,183	23,031	(2,152)	(1,675)	23,031	0%
8293	Title III	-	-	4,571	4,571	26,441	20,982	20,982	-	(5,459)	16,411	22%
8294	Title IV	-	-	-	-	11,905	14,301	15,489	1,188	3,584	15,489	0%
SUBTOTAL - Federal Revenue		-	-	40,768	40,768	738,911	653,577	644,257	(9,320)	(94,654)	603,489	6%
Other State Revenue												
8319	Other State Apportionments - Prior Years	-	-	-	7,384	-	211,791	219,175	7,384	219,175	211,791	3%
8381	Special Education - Entitlement (State	21,562	38,811	38,811	119,995	431,239	431,239	431,239	-	-	311,244	28%
8382	Special Education Reimbursement (State	1,932	1,932	3,478	7,342	37,464	39,158	38,640	(518)	1,176	31,298	19%
8520	Child Nutrition - State	-	-	-	-	178,602	140,699	140,699	-	(37,903)	140,699	0%
8545	School Facilities Apportionments	-	-	-	-	120,124	110,484	104,346	(6,138)	(15,778)	104,346	0%
8550	Mandated Cost Reimbursements	-	-	-	-	18,123	18,404	18,404	-	281	18,404	0%
8560	State Lottery Revenue	-	-	-	-	134,015	173,777	133,524	(40,253)	(491)	133,524	0%
8590	All Other State Revenue	246,450	-	116,907	363,357	688,624	698,753	698,753	-	10,129	335,396	52%
8591	Prop 28 Arts & Music in Schools	4,800	4,800	8,640	18,240	86,715	95,496	96,000	504	9,285	77,760	19%
8593	ELOP	7,033	7,033	12,660	26,726	140,777	140,667	140,667	0	(110)	113,941	19%
8596	ASES	-	-	-	-	161,500	161,500	161,500	-	-	161,500	0%
SUBTOTAL - Other State Revenue		281,777	52,576	180,496	543,044	1,997,182	2,221,967	2,182,947	(39,020)	185,765	1,639,902	25%
Local Revenue												
8660	Interest	444	1,010	773	2,670	40,000	30,000	30,000	-	(10,000)	27,330	9%
8670	Student Activities	3,774	3,578	4,441	11,793	10,325	25,189	25,189	-	14,864	13,396	47%
8699	All Other Local Revenue	6,318	1,713	102,462	110,953	85,000	164,971	263,971	99,000	178,971	153,018	42%
8703	Measure G1	-	-	15,002	15,002	127,748	127,748	127,748	-	-	112,746	12%
8999	Uncategorized Revenue	-	-	24,288	24,288	-	-	-	-	-	(24,288)	
SUBTOTAL - Local Revenue		10,536	6,301	146,966	164,706	263,073	347,908	446,908	99,000	183,835	282,201	37%
Fundraising and Grants												
8803	Fundraising	150,000	-	-	150,000	220,000	331,435	901,038	569,603	681,038	751,038	17%
SUBTOTAL - Fundraising and Grants		150,000	-	-	150,000	220,000	331,435	901,038	569,603	681,038	751,038	17%
TOTAL REVENUE												
		972,919	726,933	886,702	2,615,653	10,734,659	11,068,828	11,689,201	620,373	954,542	9,073,549	22%

Oakland Military Institute
Income Statement
As of Oct FY2026

Actual				YTD	Budget & Forecast							
								Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
AugSepOct				Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast					
EXPENSES												
Compensation & Benefits												
Certificated Salaries												
1100	Teachers Salaries	256,802	268,189	254,957	779,948	2,548,513	2,737,563	2,791,488	(53,925)	(242,974)	2,011,540	28%
1103	Teacher - Substitute Pay	3,341	11,321	17,878	32,540	277,552	166,614	125,761	40,853	151,791	93,222	26%
1200	Certificated Pupil Support Salaries	17,411	17,334	17,284	52,028	195,612	200,612	195,532	5,080	80	143,504	27%
1300	Certificated Supervisor & Administrator Salaries	60,454	60,454	60,455	225,149	741,007	575,948	696,148	(120,200)	44,859	470,999	32%
SUBTOTAL - Certificated Salaries		338,008	357,298	350,573	1,089,665	3,762,685	3,680,737	3,808,929	(128,192)	(46,245)	2,719,265	29%
Classified Salaries												
2100	Classified Instructional Aide Salaries	12,429	15,325	17,158	46,690	129,742	213,034	204,946	8,087	(75,204)	158,256	23%
2200	Classified Support Salaries	24,713	26,392	25,174	81,841	275,096	275,096	275,096	-	-	193,256	30%
2300	Classified Supervisor & Administrator Salaries	23,189	23,189	23,189	92,525	347,302	347,302	347,434	(132)	(132)	254,909	27%
2400	Classified Clerical & Office Salaries	27,617	28,317	27,685	110,399	177,162	258,011	258,011	-	(80,849)	147,612	43%
2900	Classified Other Salaries	20,506	39,665	40,763	100,934	144,000	408,000	384,000	24,000	(240,000)	283,066	26%
SUBTOTAL - Classified Salaries		108,454	132,888	133,969	432,388	1,073,302	1,501,443	1,469,487	31,955	(396,185)	1,037,099	29%
Employee Benefits												
3100	STRS	59,891	66,861	62,121	197,237	611,302	632,545	665,803	(33,258)	(54,501)	468,566	30%
3200	PERS	31,622	33,589	34,088	113,346	339,180	399,114	367,990	31,125	(28,810)	254,644	31%
3300	OASDI-Medicare-Alternative	14,469	18,094	15,790	53,305	171,520	191,108	187,674	3,434	(16,155)	134,369	28%
3400	Health & Welfare Benefits	34,650	71,408	68,390	291,033	578,379	711,691	740,789	(29,098)	(162,410)	449,756	39%
3500	Unemployment Insurance	4,126	2,833	1,647	8,984	24,255	27,342	30,025	(2,683)	(5,770)	21,041	30%
3600	Workers Comp Insurance	3,488	3,488	3,488	24,417	53,196	57,004	58,063	(1,059)	(4,867)	33,646	42%
SUBTOTAL - Employee Benefits		148,246	196,273	185,524	688,321	1,777,831	2,018,804	2,050,342	(31,538)	(272,511)	1,362,021	34%
Books & Supplies												
4200	Books & Other Reference Materials	-	2,555	125	15,540	10,000	20,236	20,236	0	(10,236)	4,696	77%
4320	Educational Software	2,428	11,783	-	48,925	59,154	54,153	58,503	(4,351)	651	9,578	84%
4325	Instructional Materials & Supplies	8,786	6,494	3,449	34,295	50,000	50,000	50,000	-	-	15,705	69%
4330	Office Supplies	1,121	1,749	434	3,486	20,600	20,600	20,600	-	-	17,114	17%
4352	Graduation	-	-	-	-	-	9,893	9,893	-	(9,893)	9,893	0%
4410	Classroom Furniture, Equipment & Supplies	-	23	134	157	27,450	27,450	27,450	-	-	27,293	1%
4420	Computers: individual items less than \$5k	-	-	-	8,556	112,082	106,219	106,219	-	5,863	97,663	8%
4430	Non Classroom Related Furniture, Equipment & Supplies	63	1,306	4,802	6,268	6,180	8,189	8,189	-	(2,009)	1,921	77%
4710	Student Food Services	-	-	98,800	98,800	525,300	416,146	416,146	-	109,154	317,346	24%
4720	Other Food	4,048	4,036	2,103	11,743	28,531	30,818	30,818	-	(2,287)	19,075	38%
SUBTOTAL - Books and Supplies		16,445	27,947	109,846	227,769	839,297	743,703	748,053	(4,350)	91,244	520,284	30%
Services & Other Operating Expenses												
5100	Subagreements for Services	-	-	-	-	150,000	150,000	150,000	-	-	150,000	0%
5200	Travel & Conferences	253	253	-	506	24,395	24,395	24,395	-	-	23,889	2%
5300	Dues & Memberships	2,322	5,220	202	13,621	19,043	18,020	17,636	384	1,407	4,016	77%
5400	Insurance	14,226	14,226	14,226	152,723	128,644	170,706	170,706	-	(42,062)	17,983	89%
5515	Janitorial, Gardening Services & Supplies	10,850	10,850	10,850	52,550	147,893	156,648	156,648	-	(8,755)	104,098	34%
5520	Security	5,865	6,438	7,689	36,492	76,804	87,732	91,150	(3,418)	(14,346)	54,659	40%
5535	Utilities - All Utilities	6,854	35,267	19,280	68,596	231,375	173,508	173,616	(108)	57,759	105,020	40%

Oakland Military Institute
Income Statement
As of Oct FY2026

		Actual			YTD	Budget & Forecast					
		Aug	Sep	Oct	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	% Current Forecast Spent
5605	Equipment Leases	1,087	1,363	2,966	6,504	17,568	19,680	19,680	-	(2,112)	33%
5610	Rent	13,827	13,827	26,557	68,039	164,800	165,930	165,930	-	(1,130)	41%
5611	Prop 39 Related Costs	-	32,500	32,500	65,000	142,140	130,000	130,000	-	12,140	50%
5615	Repairs and Maintenance - Building	35,357	13,183	13,397	80,525	81,145	287,596	287,706	(111)	(206,562)	28%
5618	Repairs & Maintenance - Auto	-	810	1,017	1,827	10,300	7,185	7,185	-	3,115	25%
5803	Accounting Fees	-	-	-	258	31,158	29,719	29,719	-	1,438	1%
5809	Banking Fees	10	10	10	40	1,545	961	961	-	584	4%
5812	Business Services	17,500	17,500	17,500	70,000	205,000	210,000	210,000	-	(5,000)	33%
5815	Consultants - Instructional	74,681	-	-	125,588	169,000	198,882	198,882	-	(29,882)	63%
5820	Consultants - Non Instructional - Custom 1	1,020	23,208	3,450	49,678	171,198	172,789	172,789	-	(1,591)	29%
5824	District Oversight Fees	-	-	-	-	77,410	77,394	77,395	(1)	15	0%
5828	Scholarships	-	-	-	-	-	13,648	13,648	-	(13,648)	0%
5830	Field Trips Expenses	1,514	-	1,268	4,229	30,900	19,371	19,371	-	11,529	22%
5833	Fines and Penalties	1,285	533	-	1,818	1,031	1,128	1,818	(690)	(786)	100%
5836	Fingerprinting	1,027	-	-	1,027	3,713	3,166	3,166	-	547	32%
5845	Legal Fees	-	85,237	8,396	100,633	129,960	98,210	190,210	(92,000)	(60,250)	53%
5851	Marketing and Student Recruiting	215	190	15	13,435	20,600	19,886	19,886	-	715	68%
5857	Payroll Fees	619	688	699	2,479	10,300	9,240	9,240	-	1,060	27%
5861	Prior Yr Exp (not accrued	376	-	1,601	16,752	-	-	16,752	(16,752)	(16,752)	100%
5863	Professional Development	470	3,550	13,203	17,723	63,644	115,226	115,226	-	(51,581)	15%
5869	Special Education Contract Instructors	-	2,128	-	2,128	157,075	188,486	188,486	-	(31,411)	1%
5872	Special Education Encroachment	933	1,557	1,557	4,229	15,620	2,000	5,000	(3,000)	10,620	85%
5874	Sports	3,952	3,919	14,277	22,148	25,000	25,000	25,000	-	-	89%
5877	Student Activities	-	10	-	137	18,251	532	532	-	17,719	26%
5878	Student Assessment	-	-	-	11,269	5,546	17,033	17,033	-	(11,487)	66%
5880	Student Health Services	-	-	-	-	7,725	8,111	8,111	-	(386)	0%
5881	Student Information System	5,180	446	-	5,626	10,000	6,175	6,175	-	3,825	91%
5884	Substitutes	-	1,995	1,260	3,255	30,900	37,902	37,902	-	(7,002)	9%
5887	Technology Services	306	3,803	13,935	27,403	133,022	132,773	132,773	-	249	21%
5893	Transportation - Student	374	4,656	9,122	15,321	18,540	-	28,540	(28,540)	(10,000)	54%
5898	Bad Debt Expense	-	-	-	-	-	11,637	11,637	-	(11,637)	0%
5899	Miscellaneous Operating Expenses	12,516	1,129	7,651	32,943	23,836	24,471	35,203	(10,732)	(11,367)	94%
5900	Communications	-	30,686	9,429	45,115	102,578	107,764	109,546	(1,782)	(6,968)	41%
5915	Postage and Delivery	633	284	2,366	3,419	6,386	4,705	4,705	-	1,681	73%
SUBTOTAL - Services & Other Operating Exp.		213,252	315,464	234,422	1,123,035	2,664,045	2,927,606	3,084,357	(156,751)	(420,312)	36%
Capital Outlay & Depreciation											
6900	Depreciation	-	-	-	-	400,563	408,813	401,313	7,500	(750)	0%
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	400,563	408,813	401,313	7,500	(750)	0%
Other Outflows & Amortization											
7438	Debt Service - Interest	-	-	-	-	23,777	23,777	23,777	-	-	0%
SUBTOTAL - Other Outflows & Amortization		-	-	-	-	23,777	23,777	23,777	-	-	0%
TOTAL EXPENSES		824,405	1,029,869	1,014,335	3,561,179	10,541,499	11,304,882	11,586,258	(281,376)	(1,044,760)	31%

Oakland Military Institute
Monthly Cash Forecast
As of Oct FY2026

	2025-26													
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	3,229,420	4,419,069	4,787,812	4,453,416	4,392,346	3,817,487	3,694,671	3,724,885	3,459,879	3,359,572	3,625,033	3,296,710		
REVENUE														
LCFF Entitlement	-	530,606	668,056	518,471	518,469	518,471	834,863	518,471	556,504	1,030,199	548,246	548,246	7,514,052	723,448
Federal Revenue	-	-	-	40,768	56,504	30,928	30,928	97,272	30,928	65,728	97,272	30,928	644,257	163,000
Other State Revenue	28,195	281,777	52,576	180,496	407,322	94,595	115,035	70,847	114,329	116,112	109,237	183,214	2,182,947	429,211
Other Local Revenue	904	10,536	6,301	146,966	(16,528)	66,422	20,430	430	66,422	20,430	430	58,173	446,908	65,993
Fundraising & Grants	-	150,000	-	-	3,000	200,300	3,000	3,000	200,300	3,000	3,000	3,000	901,038	332,438
TOTAL REVENUE	29,099	972,919	726,933	886,702	968,767	910,717	1,004,256	690,021	968,483	1,235,469	758,184	823,560	11,689,201	1,714,090
EXPENSES														
Certificated Salaries	43,786	338,008	357,298	350,573	390,167	370,710	362,210	362,210	362,210	362,210	426,846	82,701	3,808,929	-
Classified Salaries	57,077	108,454	132,888	133,969	141,200	132,828	134,610	134,610	134,610	134,610	134,610	90,019	1,469,487	-
Employee Benefits	158,278	148,246	196,273	185,524	208,748	182,948	193,776	183,268	183,268	176,323	189,445	44,246	2,050,342	-
Books & Supplies	73,532	16,445	27,947	109,846	53,303	49,748	52,834	53,268	54,836	78,933	56,741	51,263	748,053	69,358
Services & Other Operating Expenses	359,897	213,252	315,464	234,422	211,034	290,680	223,993	215,051	327,247	211,312	272,246	209,409	3,084,357	350
Capital Outlay & Depreciation	-	-	-	-	167,214	33,443	33,443	33,443	33,443	33,443	33,443	33,443	401,313	-
Other Outflows	-	-	-	-	8,735	1,723	1,714	1,706	1,698	1,690	1,682	1,673	23,777	3,156
TOTAL EXPENSES	692,570	824,405	1,029,869	1,014,335	1,180,400	1,062,079	1,002,581	983,556	1,097,312	998,521	1,115,013	512,755	11,586,258	72,864
Operating Cash Inflow (Outflow)	(663,471)	148,513	(302,936)	(127,633)	(211,633)	(151,362)	1,676	(293,536)	(128,828)	236,948	(356,829)	310,806	102,943	1,641,227
Accounts Receivable	1,673,590	218,352	34,231	72,145	73,906	-	-	-	-	-	-	-	-	
Other Current Assets	149,310	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	-	85,214	33,443	33,443	33,443	33,443	33,443	33,443	33,443		
Accounts Payable	(71,015)	(20,654)	(21,766)	(38,878)	(343,244)	-	-	-	-	-	-	-	-	
Other Current Liabilities	(42,616)	22,532	(43,926)	44,260	(108,631)	-	-	-	-	-	-	-	-	
Deferred Revenue	143,851	-	-	-	(57,074)	-	-	-	-	-	-	(712,960)		
Loans Payable (Long-Term)	-	-	-	(10,965)	(13,397)	(4,897)	(4,905)	(4,913)	(4,921)	(4,929)	(4,938)	(4,946)		
Ending Cash	4,419,069	4,787,812	4,453,416	4,392,346	3,817,487	3,694,671	3,724,885	3,459,879	3,359,572	3,625,033	3,296,710	2,923,052		

Oakland Military Institute**Balance Sheet****As of Oct FY2026**

	Jun FY25	Oct FY26	Projected Jun FY26
ASSETS			
Cash Balance	3,229,420	4,392,346	2,923,052
Accounts Receivable	2,180,283	181,970	1,822,154
Other Current Assets	157,596	8,286	8,286
Fixed Assets	9,185,286	9,185,286	8,865,973
ROU Assets	882,078	882,078	882,078
TOTAL ASSETS	15,634,664	14,649,966	14,501,544
LIABILITIES & EQUITY			
Accounts Payable	495,556	343,244	72,864
Other Current Liabilities	138,918	119,168	10,537
Loans Payable (Current)	92,037	92,037	-
ROU Current Liabilities	-	-	92,037
Deferred Revenue	626,183	770,034	-
Loans Payable (Long-Term)	1,096,478	1,085,514	1,037,668
ROU Long-Term Liabilities	800,958	800,958	800,958
Beginning Net Assets	12,348,153	12,384,537	12,384,537
Net Income (Loss) to Date	36,379	(945,526)	102,943
TOTAL LIABILITIES & EQUITY	15,634,664	14,649,966	14,501,544

Oakland Military Institute
Multi-year Projection
As of Oct FY2026

	Year 1	Year 2	Year 3
	2025-26	2026-27	2027-28
SUMMARY			
Revenue			
LCFF Entitlement	7,514,052	7,737,597	8,145,205
Federal Revenue	644,257	656,580	665,992
Other State Revenues	2,182,947	1,822,246	1,780,705
Local Revenues	446,908	277,908	277,908
Fundraising and Grants	901,038	80,000	80,000
Total Revenue	11,689,201	10,574,331	10,949,809
Expenses			
Compensation and Benefits	7,328,759	6,737,187	6,892,884
Books and Supplies	748,053	757,986	1,028,615
Services and Other Operating Expenditures	3,084,357	2,665,505	2,673,844
Depreciation	401,313	390,224	366,400
Other Outflows & Amortization	23,777	24,490	25,225
Total Expenses	11,586,258	10,575,391	10,986,967
Net Income	102,943	(1,061)	(37,158)
Fund Balance			
Beginning Balance (Unaudited)	12,384,537	12,487,480	12,486,419
Audit Adjustment			
Beginning Balance (Audited)	12,384,537	12,487,480	12,486,419
Net Income	102,943	(1,061)	(37,158)
Ending Fund Balance	12,487,480	12,486,419	12,449,261
Total Revenue Per ADA	24,871	22,499	22,841
Total Expenses Per ADA	24,652	22,501	22,918
Net Income Per ADA	219	(2)	(78)
Fund Balance as a % of Expenses	108%	118%	113%

Oakland Military Institute
Multi-year Projection
As of Oct FY2026

	Year 1	Year 2	Year 3
	2025-26	2026-27	2027-28
Key Assumptions			
Enrollment Breakdown			
6	70	70	75
7	70	70	75
8	85	85	85
9	80	80	80
10	77	77	77
11	64	64	64
12	54	54	54
Total Enrolled	500	500	510
ADA %			
4-6	94.0%	94.0%	94.0%
7-8	94.0%	94.0%	94.0%
9-12	94.0%	94.0%	94.0%
Average ADA %	94.0%	94.0%	94.0%
ADA			
4-6	66	66	71
7-8	146	146	150
9-12	259	259	259
Total ADA	470	470	479

Oakland Military Institute
Multi-year Projection
As of Oct FY2026

		Year 1	Year 2	Year 3
		2025-26	2026-27	2027-28
REVENUE				
LCFF Entitlement				
8011	Charter Schools General Purpose Entitlement - State Aid	4,360,363	4,544,454	4,841,248
8012	Education Protection Account Entitlement	1,306,457	1,345,911	1,419,781
8096	Charter Schools in Lieu of Property Taxes	1,847,232	1,847,232	1,884,176
SUBTOTAL - LCFF Entitlement		7,514,052	7,737,597	8,145,205
Federal Revenue				
8181	Special Education - Entitlement	69,600	72,645	72,500
8220	Child Nutrition Programs	309,280	318,558	328,115
8291	Title I	205,875	205,875	205,875
8292	Title II	23,031	23,031	23,031
8293	Title III	20,982	20,982	20,982
8294	Title IV	15,489	15,489	15,489
SUBTOTAL - Federal Revenue		644,257	656,580	665,992
Other State Revenue				
8319	Other State Apportionments - Prior Years	219,175	-	-
8381	Special Education - Entitlement (State	431,239	431,239	439,864
8382	Special Education Reimbursement (State	38,640	39,158	39,941
8520	Child Nutrition - State	140,699	144,920	149,267
8545	School Facilities Apportionments	104,346	107,497	111,174
8550	Mandated Cost Reimbursements	18,404	19,973	20,656
8560	State Lottery Revenue	133,524	133,524	136,194
8590	All Other State Revenue	698,753	518,026	456,450
8591	Prop 28 Arts & Music in Schools	96,000	99,700	99,492
8593	ELOP	140,667	166,709	166,166
8596	ASES	161,500	161,500	161,500
SUBTOTAL - Other State Revenue		2,182,947	1,822,246	1,780,705
Local Revenue				
8660	Interest	30,000	30,000	30,000
8670	Student Activities	25,189	25,189	25,189

Oakland Military Institute**Multi-year Projection****As of Oct FY2026**

		Year 1	Year 2	Year 3
		2025-26	2026-27	2027-28
8699	All Other Local Revenue	263,971	94,971	94,971
8703	Measure G1	127,748	127,748	127,748
	SUBTOTAL - Local Revenue	446,908	277,908	277,908
Fundraising and Grants				
8803	Fundraising	901,038	80,000	80,000
	SUBTOTAL - Fundraising and Grants	901,038	80,000	80,000
TOTAL REVENUE		11,689,201	10,574,331	10,949,809

Oakland Military Institute
Multi-year Projection
As of Oct FY2026

		Year 1	Year 2	Year 3
		2025-26	2026-27	2027-28
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100	Teachers Salaries	2,791,488	2,671,529	2,709,525
1103	Teacher - Substitute Pay	125,761	120,022	120,022
1200	Certificated Pupil Support Salaries	195,532	198,072	200,646
1300	Certificated Supervisor & Administrator Salaries	696,148	696,148	696,178
SUBTOTAL - Certificated Salaries		3,808,929	3,685,771	3,726,371
Classified Salaries				
2100	Classified Instructional Aide Salaries	204,946	221,263	221,701
2200	Classified Support Salaries	275,096	276,698	278,399
2300	Classified Supervisor & Administrator Salaries	347,434	353,215	358,444
2400	Classified Clerical & Office Salaries	258,011	264,548	271,975
2900	Classified Other Salaries	384,000	-	-
SUBTOTAL - Classified Salaries		1,469,487	1,115,724	1,130,519
Employee Benefits				
3100	STRS	665,803	642,891	649,744
3200	PERS	367,990	295,548	310,130
3300	OASDI-Medicare-Alternative	187,674	158,627	160,641
3400	Health & Welfare Benefits	740,789	762,436	838,680
3500	Unemployment Insurance	30,025	23,373	23,373
3600	Workers Comp Insurance	58,063	52,816	53,426
SUBTOTAL - Employee Benefits		2,050,342	1,935,692	2,035,993
Books & Supplies				
4200	Books & Other Reference Materials	20,236	20,843	21,468
4320	Educational Software	58,503	60,259	309,957
4325	Instructional Materials & Supplies	50,000	51,500	53,045
4330	Office Supplies	20,600	21,218	21,855

Oakland Military Institute**Multi-year Projection****As of Oct FY2026**

	Year 1	Year 2	Year 3
	2025-26	2026-27	2027-28
4352 Graduation	9,893	10,190	10,496
4410 Classroom Furniture, Equipment & Supplies	27,450	15,764	16,237
4420 Computers: individual items less than \$5k	106,219	109,405	112,688
4430 Non Classroom Related Furniture, Equipment & Supplies	8,189	8,434	8,687
4710 Student Food Services	416,146	428,630	441,489
4720 Other Food	30,818	31,742	32,694
SUBTOTAL - Books and Supplies	748,053	757,986	1,028,615

Services & Other Operating Expenses

5100 Subagreements for Services	150,000	154,500	159,135
5200 Travel & Conferences	24,395	26,000	26,780
5300 Dues & Memberships	17,636	18,166	18,711
5400 Insurance	170,706	175,827	181,102
5515 Janitorial, Gardening Services & Supplies	156,648	161,347	166,187
5520 Security	91,150	93,885	96,702
5535 Utilities - All Utilities	173,616	175,404	180,666
5605 Equipment Leases	19,680	20,271	20,879
5610 Rent	165,930	170,908	176,035
5611 Prop 39 Related Costs	130,000	133,900	137,917
5615 Repairs and Maintenance - Building	287,706	181,656	187,106
5618 Repairs & Maintenance - Auto	7,185	7,400	7,622
5803 Accounting Fees	29,719	30,611	31,529
5809 Banking Fees	961	990	1,020
5812 Business Services	210,000	215,000	215,000
5815 Consultants - Instructional	198,882	173,948	179,166
5820 Consultants - Non Instructional - Custom 1	172,789	10,417	10,730
5824 District Oversight Fees	77,395	82,088	89,005
5828 Scholarships	13,648	14,057	14,479
5830 Field Trips Expenses	19,371	19,952	20,550
5833 Fines and Penalties	1,818	1,872	1,928
5836 Fingerprinting	3,166	3,261	3,359
5845 Legal Fees	190,210	101,156	104,191
5851 Marketing and Student Recruiting	19,886	20,482	21,097
5857 Payroll Fees	9,240	9,517	9,803

Oakland Military Institute**Multi-year Projection****As of Oct FY2026**

		Year 1	Year 2	Year 3
		2025-26	2026-27	2027-28
5861	Prior Yr Exp (not accrued	16,752	-	-
5863	Professional Development	115,226	56,505	58,201
5869	Special Education Contract Instructors	188,486	194,140	199,965
5872	Special Education Encroachment	5,000	5,150	5,305
5874	Sports	25,000	25,750	26,523
5877	Student Activities	532	548	564
5878	Student Assessment	17,033	17,544	18,070
5880	Student Health Services	8,111	8,355	8,605
5881	Student Information System	6,175	6,360	6,551
5884	Substitutes	37,902	39,039	40,210
5887	Technology Services	132,773	114,178	47,972
5893	Transportation - Student	28,540	29,396	30,278
5898	Bad Debt Expense	11,637	11,986	12,345
5899	Miscellaneous Operating Expenses	35,203	36,259	37,347
5900	Communications	109,546	112,832	116,217
5915	Postage and Delivery	4,705	4,846	4,992
SUBTOTAL - Services & Other Operating Exp.		3,084,357	2,665,505	2,673,844
Depreciation Expense				
6900	Depreciation	401,313	390,224	366,400
SUBTOTAL - Depreciation Expense		401,313	390,224	366,400
Other Outflows & Amortization				
7438	Debt Service - Interest	23,777	24,490	25,225
SUBTOTAL - Other Outflows & Amortization		23,777	24,490	25,225
TOTAL EXPENSES		11,586,258	10,575,391	10,986,967

Coversheet

Approve First Interim Budget Report

Section: VII. Action Items
Item: A. Approve First Interim Budget Report
Purpose:
Submitted by:
Related Material:
01-61259-0130617 Oakland Military Institute 25-26 1st Interim Charter Alt Form.pdf

BACKGROUND:

Charter schools are required to approve two annual Interim Budget Reports that demonstrate the school's ability to meet its financial obligations for the remainder of the current fiscal year and two subsequent fiscal years.

Interim reports are based on criteria and standards adopted by the State Board of Education (SBE). Because the budget is a "living document" that changes as new information becomes available, it is expected that variances will occur between the First Interim Budget and Second Interim Budget.

Budget revisions are brought to the Board of Directors in order to keep operations moving and the budget current. The First Interim Budget Report for the Oakland Military Institute (OMI) 2025-2026 reflects the school's financial condition as of October 31, 2025 and demonstrates that OMI will be able to meet its financial obligations for the current and subsequent two fiscal years.

A copy of this report will be sent to the Oakland Unified School District and the Alameda County Office of Education.

RECOMMENDATION:

The superintendent and staff recommends that the Board approve the 2025- 2026 First Interim Budget Report.

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report Certification

Charter School Name: Oakland Military Institute
(continued) _____
CDS #: 01-61259-0130617
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0349
Fiscal Year: 2025/26

CERTIFICATION OF FINANCIAL CONDITION

- x POSITIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:
() 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: 11/20/2025
Charter School Official
(Original signature required)
Print
Name: Dr. Mary E. Streshly Title: Superintendent

To the County Superintendent of Schools:
() 2025/26 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print
Name: Timothy Ryan-Conner Title: Accounting Manager

For additional information on the First Interim Report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Timothy Ryan-Conner</u>	<u>Jessika Welcome</u>
Name	Name
<u>Accounting Manager</u>	<u>School Finance Manager</u>
Title	Title
<u>(415) 706-6595</u>	<u>341-234-3613</u>
Phone	Phone
<u>timothy.ryan@ousd.org</u>	<u>jwelcome@edtec.com</u>
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

ACOE District Advisor

Date

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

Charter School Name: Oakland Military Institute
(continued) _____
CDS #: 01-61259-0130617
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0349
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- ☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	4,682,514.55	-	4,682,514.55	792,340.00	-	792,340.00	4,360,363.44	-	4,360,363.44
Education Protection Account State Aid - Current Year	8012	998,469.75	-	998,469.75	316,392.00	-	316,392.00	1,306,456.96	-	1,306,456.96
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,834,508.70	-	1,834,508.70	608,401.78	-	608,401.78	1,847,231.60	-	1,847,231.60
Other LCFF Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFFSources		7,515,493.00	-	7,515,493.00	1,717,133.78	-	1,717,133.78	7,514,052.00	-	7,514,052.00
2. Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290	-	275,191.00	275,191.00	-	40,768.00	40,768.00	-	265,377.00	265,377.00
Special Education - Federal	8181, 8182	-	69,745.00	69,745.00	-	-	-	-	69,600.00	69,600.00
Child Nutrition - Federal	8220	-	393,975.00	393,975.00	-	-	-	-	309,279.52	309,279.52
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	(1,791.00)	1,791.00	-	-	-	-	-	-	-
Total, Federal Revenues		(1,791.00)	740,702.00	738,911.00	-	40,768.00	40,768.00	-	644,256.52	644,256.52
3. Other State Revenues										
Special Education - State	StateRevSE	-	468,703.02	468,703.02	-	127,337.00	127,337.00	-	469,879.10	469,879.10
All Other State Revenues	StateRevAO	531,000.96	997,478.26	1,528,479.22	253,834.34	161,873.00	415,707.34	605,377.82	1,107,689.88	1,713,067.70
Total, Other State Revenues		531,000.96	1,466,181.28	1,997,182.24	253,834.34	289,210.00	543,044.34	605,377.82	1,577,568.98	2,182,946.80
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	413,073.00	70,000.00	483,073.00	314,706.42	-	314,706.42	1,277,945.75	70,000.00	1,347,945.75
Total, Local Revenues		413,073.00	70,000.00	483,073.00	314,706.42	-	314,706.42	1,277,945.75	70,000.00	1,347,945.75
5. TOTAL REVENUES		8,457,775.96	2,276,883.28	10,734,659.24	2,285,674.54	329,978.00	2,615,652.54	9,397,375.57	2,291,825.50	11,689,201.07
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	2,318,400.65	507,664.96	2,826,065.61	636,865.30	175,622.48	812,487.78	2,266,440.47	650,808.80	2,917,249.27
Certificated Pupil Support Salaries	1200	195,611.74	-	195,611.74	31,714.59	20,313.22	52,027.81	105,854.94	89,676.80	195,531.74
Certificated Supervisors' and Administrators' Salaries	1300	636,785.35	104,221.80	741,007.15	148,368.11	76,780.96	225,149.07	468,966.35	227,181.80	696,148.15
Other Certificated Salaries	1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		3,150,797.74	611,886.76	3,762,684.50	816,948.00	272,716.66	1,089,664.66	2,841,261.76	967,667.40	3,808,929.16
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	9,750.00	119,992.00	129,742.00	-	46,690.45	46,690.45	-	204,946.25	204,946.25
Non-certificated Support Salaries	2200	221,786.09	53,310.40	275,096.49	61,489.76	20,350.74	81,840.50	199,761.69	75,334.80	275,096.49
Non-certificated Supervisors' and Administrators' Sal.	2300	259,578.71	87,723.00	347,301.71	73,696.79	18,827.84	92,524.63	277,193.71	70,240.00	347,433.71
Clerical and Office Salaries	2400	177,161.60	-	177,161.60	98,792.66	11,605.96	110,398.62	240,701.60	17,309.20	258,010.80
Other Non-certificated Salaries	2900	144,000.00	-	144,000.00	100,933.91	-	100,933.91	384,000.00	-	384,000.00
Total, Non-certificated Salaries		812,276.40	261,025.40	1,073,301.80	334,913.12	97,474.99	432,388.11	1,101,657.00	367,830.25	1,469,487.25
3. Employee Benefits										
STRS	3101-3102	494,431.63	116,870.37	611,302.00	151,518.80	45,717.81	197,236.61	490,559.10	175,243.61	665,802.71
PERS	3201-3202	269,199.08	69,980.91	339,179.99	88,476.72	24,869.32	113,346.04	288,311.64	79,677.92	367,989.56
OASDI / Medicare / Alternative	3301-3302	142,679.04	28,840.80	171,519.84	41,140.04	12,164.90	53,304.94	142,394.21	45,280.21	187,674.42
Health and Welfare Benefits	3401-3402	426,131.92	152,246.66	578,378.58	238,869.78	52,163.18	291,032.96	539,688.47	201,100.03	740,788.50
Unemployment Insurance	3501-3502	19,654.60	4,600.40	24,255.00	7,061.07	1,922.82	8,983.89	21,534.22	8,490.36	30,024.58
Workers' Compensation Insurance	3601-3602	43,593.82	9,602.03	53,195.85	24,417.00	-	24,417.00	43,372.11	14,690.47	58,062.58
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-	-
Total, Employee Benefits		1,395,690.09	382,141.17	1,777,831.26	551,483.41	136,838.03	688,321.44	1,525,859.75	524,482.60	2,050,342.35

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

Charter School Name: Oakland Military Institute
(continued) _____
CDS #: 01-61259-0130617
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0349
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- ☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	-	-	-	-	-	-	-	-	-
Books and Other Reference Materials	4200	7,735.72	2,264.28	10,000.00	15,539.63	-	15,539.63	20,235.65	-	20,235.65
Materials and Supplies	4300	89,790.80	39,963.41	129,754.21	75,830.62	10,875.72	86,706.34	118,996.90	20,000.00	138,996.90
Noncapitalized Equipment	4400	140,712.00	5,000.00	145,712.00	10,578.87	4,402.10	14,980.97	131,857.51	10,000.00	141,857.51
Food	4700	28,531.00	525,300.00	553,831.00	9,652.40	100,890.11	110,542.51	30,817.64	416,145.75	446,963.39
Total, Books and Supplies		266,769.52	572,527.69	839,297.21	111,601.52	116,167.93	227,769.45	301,907.70	446,145.75	748,053.45
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	150,000.00	150,000.00	-	-	-	-	150,000.00	150,000.00
Travel and Conferences	5200	16,634.56	7,760.44	24,395.00	506.00	-	506.00	22,069.15	2,325.85	24,395.00
Dues and Memberships	5300	19,043.40	-	19,043.40	13,620.85	-	13,620.85	17,636.47	-	17,636.47
Insurance	5400	128,644.29	-	128,644.29	152,723.00	-	152,723.00	170,706.00	-	170,706.00
Operations and Housekeeping Services	5500	421,365.95	34,706.31	456,072.26	157,638.18	-	157,638.18	404,052.63	17,361.63	421,414.26
Rentals, Leases, Repairs, and Noncap. Improvements	5600	105,582.14	310,371.00	415,953.14	180,413.12	41,482.41	221,895.53	320,230.67	290,270.64	610,501.31
Transfers of Direct Costs	5700-5799			-			-			-
Professional/Consulting Services and Operating Expend.	5800	1,051,187.59	309,785.25	1,360,972.84	450,417.78	77,699.19	528,116.97	1,294,276.52	281,176.00	1,575,452.52
Communications	5900	108,963.67	-	108,963.67	48,534.77	-	48,534.77	114,251.17	-	114,251.17
Total, Services and Other Operating Expenditures		1,851,421.60	812,623.00	2,664,044.60	1,003,853.70	119,181.60	1,123,035.30	2,343,222.61	741,134.12	3,084,356.73
6. Capital Outlay (Objects 6100-6170, 6200-6500, 6600 for modified accrual only)										
Land and Land Improvements	6100-6170	-	-	-			-			-
Buildings and Improvements of Buildings	6200	-	-	-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Lease Assets	6600			-			-			-
Subscription Assets	6700			-			-			-
Depreciation Expense (for accrual basis only)	6900	400,563.00		400,563.00			-	401,313.00		401,313.00
Amortization Expense-Lease Assets	6910			-			-			-
Amortization Expense-Subscription Assets	6920			-			-			-
Total, Capital Outlay		400,563.00	-	400,563.00	-	-	-	401,313.00	-	401,313.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	-		-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-		-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-		-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-		-			-			-
All Other Transfers	7281-7299	-		-			-			-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	23,776.52		23,776.52			-	23,776.52		23,776.52
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		23,776.52	-	23,776.52	-	-	-	23,776.52	-	23,776.52
8. TOTAL EXPENDITURES		7,901,294.87	2,640,204.02	10,541,498.89	2,818,799.75	742,379.21	3,561,178.96	8,538,998.34	3,047,260.12	11,586,258.46
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		556,481.09	(363,320.74)	193,160.35	(533,125.21)	(412,401.21)	(945,526.42)	858,377.23	(755,434.62)	102,942.61
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail

Charter School Name: Oakland Military Institute
(continued) _____
CDS #: 01-61259-0130617
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0349
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- ☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)										
	8980-8999	(363,320.74)	363,320.74	-	(412,401.21)	412,401.21	-	(755,434.62)	755,434.62	-
4. TOTAL OTHER FINANCING SOURCES / USES										
		(363,320.74)	363,320.74	-	(412,401.21)	412,401.21	-	(755,434.62)	755,434.62	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		193,160.35	-	193,160.35	(945,526.42)	-	(945,526.42)	102,942.61	-	102,942.61
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	12,384,537.28		12,384,537.28	12,384,537.28	-	12,384,537.28	12,384,537.28	-	12,384,537.28
b. Adjustments to Beginning Balance	9793, 9795			-			-		-	-
c. Adjusted Beginning Balance		12,384,537.28	-	12,384,537.28	12,384,537.28	-	12,384,537.28	12,384,537.28	-	12,384,537.28
2. Ending Fund Balance, June 30 (E + F.1.c.)		12,577,697.63	-	12,577,697.63	11,439,010.86	-	11,439,010.86	12,487,479.89	-	12,487,479.89
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b. Restricted	9740			-			-			-
c. Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d. Assigned										
Other Assignments	9780			-			-			-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	527,074.95	-	527,074.95	178,058.95	-	178,058.95	579,312.92	-	579,312.92
Unassigned/Unappropriated Amount	9790	12,050,622.68	-	12,050,622.68	11,260,951.91	-	11,260,951.91	11,908,166.97	-	11,908,166.97

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary

Charter School Name: **Oakland Military Institute**
(continued)
CDS #: **01-61259-0130617**
Charter Approving Entity: **Oakland Unified School District**
County: **Alameda**
Charter #: **0349**
Fiscal Year: **2025/26**

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	4,682,514.55	792,340.00	4,360,363.44	(322,151.11)	-6.88%
Education Protection Account State Aid - Current Year	8012	998,469.75	316,392.00	1,306,456.96	307,987.21	30.85%
State Aid - Prior Years	8019	-	-	-	-	
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	1,834,508.70	608,401.78	1,847,231.60	12,722.90	0.69%
Other LCFF Transfers	8091, 8097	-	-	-	-	
Total, LCFF Sources		7,515,493.00	1,717,133.78	7,514,052.00	(1,441.00)	-0.02%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	275,191.00	40,768.00	265,377.00	(9,814.00)	-3.57%
Special Education - Federal	8181, 8182	69,745.00	-	69,600.00	(145.00)	-0.21%
Child Nutrition - Federal	8220	393,975.00	-	309,279.52	(84,695.48)	-21.50%
Donated Food Commodities	8221	-	-	-	-	
Other Federal Revenues	8110, 8260-8299	-	-	-	-	
Total, Federal Revenues		738,911.00	40,768.00	644,256.52	(94,654.48)	-12.81%
3. Other State Revenues						
Special Education - State	StateRevSE	468,703.02	127,337.00	469,879.10	1,176.08	0.25%
All Other State Revenues	StateRevAO	1,528,479.22	415,707.34	1,713,067.70	184,588.48	12.08%
Total, Other State Revenues		1,997,182.24	543,044.34	2,182,946.80	185,764.56	9.30%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	483,073.00	314,706.42	1,347,945.75	864,872.75	179.04%
Total, Local Revenues		483,073.00	314,706.42	1,347,945.75	864,872.75	179.04%
5. TOTAL REVENUES		10,734,659.24	2,615,652.54	11,689,201.07	954,541.83	8.89%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,826,065.61	812,487.78	2,917,249.27	91,183.66	3.23%
Certificated Pupil Support Salaries	1200	195,611.74	52,027.81	195,531.74	(80.00)	-0.04%
Certificated Supervisors' and Administrators' Salaries	1300	741,007.15	225,149.07	696,148.15	(44,859.00)	-6.05%
Other Certificated Salaries	1900	-	-	-	-	
Total, Certificated Salaries		3,762,684.50	1,089,664.66	3,808,929.16	46,244.66	1.23%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	129,742.00	46,690.45	204,946.25	75,204.25	57.96%
Non-certificated Support Salaries	2200	275,096.49	81,840.50	275,096.49	-	0.00%
Non-certificated Supervisors' and Administrators' Sal.	2300	347,301.71	92,524.63	347,433.71	132.00	0.04%
Clerical and Office Salaries	2400	177,161.60	110,398.62	258,010.80	80,849.20	45.64%
Other Non-certificated Salaries	2900	144,000.00	100,933.91	384,000.00	240,000.00	166.67%
Total, Non-certificated Salaries		1,073,301.80	432,388.11	1,469,487.25	396,185.45	36.91%
3. Employee Benefits						
STRS	3101-3102	611,302.00	197,236.61	665,802.71	54,500.71	8.92%
PERS	3201-3202	339,179.99	113,346.04	367,989.56	28,809.57	8.49%
OASDI / Medicare / Alternative	3301-3302	171,519.84	53,304.94	187,674.42	16,154.58	9.42%
Health and Welfare Benefits	3401-3402	578,378.58	291,032.96	740,788.50	162,409.92	28.08%
Unemployment Insurance	3501-3502	24,255.00	8,983.89	30,024.58	5,769.58	23.79%
Workers' Compensation Insurance	3601-3602	53,195.85	24,417.00	58,062.58	4,866.73	9.15%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
Other Employee Benefits	3901-3902	-	-	-	-	
Total, Employee Benefits		1,777,831.26	688,321.44	2,050,342.35	272,511.09	15.33%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	-	-	-	-	
Books and Other Reference Materials	4200	10,000.00	15,539.63	20,235.65	10,235.65	102.36%
Materials and Supplies	4300	129,754.21	86,706.34	138,996.90	9,242.69	7.12%
Noncapitalized Equipment	4400	145,712.00	14,980.97	141,857.51	(3,854.49)	-2.65%
Food	4700	553,831.00	110,542.51	446,963.39	(106,867.61)	-19.30%
Total, Books and Supplies		839,297.21	227,769.45	748,053.45	(91,243.76)	-10.87%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	150,000.00	-	150,000.00	-	0.00%
Travel and Conferences	5200	24,395.00	506.00	24,395.00	-	0.00%
Dues and Memberships	5300	19,043.40	13,620.85	17,636.47	(1,406.93)	-7.39%
Insurance	5400	128,644.29	152,723.00	170,706.00	42,061.71	32.70%
Operations and Housekeeping Services	5500	456,072.26	157,638.18	421,414.26	(34,658.00)	-7.60%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	415,953.14	221,895.53	610,501.31	194,548.17	46.77%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	1,360,972.84	528,116.97	1,575,452.52	214,479.68	15.76%
Communications	5900	108,963.67	48,534.77	114,251.17	5,287.50	4.85%
Total, Services and Other Operating Expenditures		2,664,044.60	1,123,035.30	3,084,356.73	420,312.13	15.78%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary

Charter School Name: Oakland Military Institute
(continued)
CDS #: 01-61259-0130617
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0349
Fiscal Year: 2025/26

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Lease Assets	6600	-	-	-	-	
Subscription Assets	6700	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	400,563.00	-	401,313.00	750.00	0.19%
Amortization Expense-Lease Assets	6910	-	-	-	-	
Amortization Expense-Subscription Assets	6920	-	-	-	-	
Total, Capital Outlay		400,563.00	-	401,313.00	750.00	0.19%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	23,776.52	-	23,776.52	-	0.00%
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		23,776.52	-	23,776.52	-	0.00%
8. TOTAL EXPENDITURES		10,541,498.89	3,561,178.96	11,586,258.46	1,044,759.57	9.91%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		193,160.35	(945,526.42)	102,942.61	(90,217.74)	-46.71%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		193,160.35	(945,526.42)	102,942.61	(90,217.74)	-46.71%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	12,384,537.28	12,384,537.28	12,384,537.28	-	0.00%
b. Adjustments/Restatements	9793, 9795	-	-	-	-	
c. Adjusted Beginning Fund Balance		12,384,537.28	12,384,537.28	12,384,537.28		
2. Ending Fund Balance, June 30 (E + F.1.c.)		12,577,697.63	11,439,010.86	12,487,479.89		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	527,074.95	178,058.95	579,312.92	52,237.97	9.91%
Unassigned/Unappropriated Amount	9790	12,050,622.68	11,260,951.91	11,908,166.97	(142,455.71)	-1.18%

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP

Charter School Name: Oakland Military Institute
(continued)
CDS #: 01-61259-0130617
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0349
Fiscal Year: 2025/26

This charter school uses the following basis of accounting:
☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)
☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	4,360,363.44	0.00	4,360,363.44	4,544,453.98	4,841,248.03
Education Protection Account State Aid - Current Year	8012	1,306,456.96	0.00	1,306,456.96	1,345,911.42	1,419,780.74
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	1,847,231.60	0.00	1,847,231.60	1,847,231.60	1,884,176.23
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		7,514,052.00	0.00	7,514,052.00	7,737,597.00	8,145,205.00
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	265,377.00	265,377.00	265,377.00	265,377.00
Special Education - Federal	8181, 8182	0.00	69,600.00	69,600.00	72,645.00	72,500.00
Child Nutrition - Federal	8220	0.00	309,279.52	309,279.52	318,557.91	328,114.64
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	644,256.52	644,256.52	656,579.91	665,991.64
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	469,879.10	469,879.10	470,396.85	479,804.78
All Other State Revenues	StateRevAO	605,377.82	1,107,689.88	1,713,067.70	1,351,849.40	1,300,899.87
Total, Other State Revenues		605,377.82	1,577,568.98	2,182,946.80	1,822,246.25	1,780,704.65
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	1,277,945.75	70,000.00	1,347,945.75	357,907.75	357,907.75
Total, Local Revenues		1,277,945.75	70,000.00	1,347,945.75	357,907.75	357,907.75
5. TOTAL REVENUES		9,397,375.57	2,291,825.50	11,689,201.07	10,574,330.91	10,949,809.04
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,266,440.47	650,808.80	2,917,249.27	2,791,550.94	2,829,547.46
Certificated Pupil Support Salaries	1200	105,854.94	89,676.80	195,531.74	198,071.74	200,645.69
Certificated Supervisors' and Administrators' Salaries	1300	468,966.35	227,181.80	696,148.15	696,148.15	696,178.27
Other Certificated Salaries	1900	0.00	0.00	0.00	-	0.00
Total, Certificated Salaries		2,841,261.76	967,667.40	3,808,929.16	3,685,770.83	3,726,371.42
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	204,946.25	204,946.25	221,263.28	221,701.38
Non-certificated Support Salaries	2200	199,761.69	75,334.80	275,096.49	276,698.09	278,398.75
Non-certificated Supervisors' and Administrators' Sal.	2300	277,193.71	70,240.00	347,433.71	353,214.71	358,443.98
Clerical and Office Salaries	2400	240,701.60	17,309.20	258,010.80	264,548.20	271,975.40
Other Non-certificated Salaries	2900	384,000.00	0.00	384,000.00	0.00	0.00
Total, Non-certificated Salaries		1,101,657.00	367,830.25	1,469,487.25	1,115,724.28	1,130,519.49

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	490,559.10	175,243.61	665,802.71	642,890.53	649,743.66
PERS	3201-3202	288,311.64	79,677.92	367,989.56	295,548.13	310,129.93
OASDI / Medicare / Alternative	3301-3302	142,394.21	45,280.21	187,674.42	158,627.40	160,640.60
Health and Welfare Benefits	3401-3402	539,688.47	201,100.03	740,788.50	762,436.40	838,680.04
Unemployment Insurance	3501-3502	21,534.22	8,490.36	30,024.58	23,373.00	23,373.00
Workers' Compensation Insurance	3601-3602	43,372.11	14,690.47	58,062.58	52,816.45	53,425.80
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,525,859.75	524,482.60	2,050,342.35	1,935,691.91	2,035,993.03
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	20,235.65	0.00	20,235.65	20,842.72	21,468.00
Materials and Supplies	4300	118,996.90	20,000.00	138,996.90	143,166.81	395,352.06
Noncapitalized Equipment	4400	131,857.51	10,000.00	141,857.51	133,603.74	137,611.85
Food	4700	30,817.64	416,145.75	446,963.39	460,372.29	474,183.46
Total, Books and Supplies		301,907.70	446,145.75	748,053.45	757,985.56	1,028,615.37
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	150,000.00	150,000.00	154,500.00	159,135.00
Travel and Conferences	5200	22,069.15	2,325.85	24,395.00	26,000.00	26,780.00
Dues and Memberships	5300	17,636.47	0.00	17,636.47	18,165.57	18,710.54
Insurance	5400	170,706.00	0.00	170,706.00	175,827.18	181,102.00
Operations and Housekeeping Services	5500	404,052.63	17,361.63	421,414.26	430,636.06	443,555.14
Rentals, Leases, Repairs, and Noncap. Improvements	5600	320,230.64	290,270.64	610,501.31	514,135.12	529,559.18
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	1,294,276.52	281,176.00	1,575,452.52	1,228,562.42	1,193,792.66
Communications	5900	114,251.17	0.00	114,251.17	117,678.71	121,209.07
Total, Services and Other Operating Expenditures		2,343,222.61	741,134.12	3,084,356.73	2,665,505.06	2,673,843.59
6. Capital Outlay (Obj. 6100-6170, 6200-6500, 6600 for modified accrual)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major						
Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00	0.00	0.00
Subscription Assets	6700	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6800	401,313.00	0.00	401,313.00	390,224.00	366,400.00
Amortization Expense-Lease Assets	6910	0.00	0.00	0.00	0.00	0.00
Amortization Expense-Subscription Assets	6920	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		401,313.00	0.00	401,313.00	390,224.00	366,400.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	23,776.52	0.00	23,776.52	24,489.82	25,224.51
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		23,776.52	0.00	23,776.52	24,489.82	25,224.51
8. TOTAL EXPENDITURES		8,538,998.34	3,047,260.12	11,586,258.46	10,575,391.46	10,986,967.41
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		858,377.23	(755,434.62)	102,942.61	(1,060.55)	(37,158.37)

Description	Object Code	FY 2025/26			Totals for 2026/27	Totals for 2027/28
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(755,434.62)	755,434.62	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(755,434.62)	755,434.62	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		102,942.61	0.00	102,942.61	(1,060.55)	(37,158.37)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	12,384,537.28	0.00	12,384,537.28	12,487,479.89	12,486,419.34
b. Adjustments/Restatements	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		12,384,537.28	0.00	12,384,537.28	12,487,479.89	12,486,419.34
2. Ending Fund Balance, June 30 (E + F.1.c.)		12,487,479.89	0.00	12,487,479.89	12,486,419.34	12,449,260.97
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00	0.00	0.00
Other Commitments	9760	0.00	0.00	0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	579,312.92	0.00	579,312.92	528,769.57	549,348.37
Unassigned/Unappropriated Amount	9790	11,908,166.97	0.00	11,908,166.97	11,957,649.77	11,899,912.60

Coversheet

Consideration of Employee Cost of Living Allowance for 2025-2026 (COLA)

Section: VII. Action Items
Item: B. Consideration of Employee Cost of Living Allowance for 2025-2026
(COLA)
Purpose: FYI
Submitted by:
Related Material: COLA breakdown.pdf

BACKGROUND:

On an annual basis, it is important to contemplate potential cost of living allowances [COLA] for our staff and weigh the impact on the fiscal health [budget reserves] and staff retention rates.

RECOMMENDATION:

It is the recommendation of the superintendent's staff that the board use the table created by our CFO, Jessika Welcome, to discuss the cost of a COLA for our staff at 1%, 2%, 2.3% and 3% intervals.

Approximate Cost of Increases to Pay Schedules

% Increase	FY26	FY27	FY28
1%	+\$61K	+\$55K	\$55K
2%	+\$121K	+\$109K	+\$111K
2.3% (COLA)	+\$139K	+\$125K	+\$127K
3%	+\$181K	+\$164K	+\$166K

Coversheet

Approve Measure G1 Audit Report

Section: VII. Action Items
Item: C. Approve Measure G1 Audit Report
Purpose:
Submitted by:
Related Material: OMI - Measure G-1 Parcel Tax Audit Report Draft.pdf

BACKGROUND:

Education Code Section 41020 requires each local educational agency (LEA) to contract for an audit of their books and accounts, including an audit of income and expenditures by source of funds annually.

OMI's current auditor is CWDL Audit Firm (LLP). The audit shall be performed by a certified public accountant or a public accountant who is licensed by the California Board of Accountancy and included in the directory of certified public accountants and public accountants deemed by the state controller as qualified to conduct audits of LEAs. The controller publishes an updated list no later than December 31 of each year.

Government Code section 12410.6. (b) indicates that commencing with the 2013-14 fiscal year, a local agency shall not employ a public accounting firm to provide audit services to a local agency if the lead audit partner or coordinating audit partner having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local agency for six consecutive fiscal years.

Education Code Section 47605 (m), as well as OMI's charter petition, requires each charter school to submit a copy of its annual audit no later than December 15 with the following:

- Oakland Unified School District-the charter authorizing agency
- Alameda County Office of Education-the county superintendent of schools of the county in which the LEA is located.
- The California Department of Education (CDE).
- The State Controller's Office (SCO).

RECOMMENDATION:

It is the recommendation of the Superintendent and staff that the board review and formally "accept" and/or "approve" the auditor's report as presented

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
MEASURE G1 PARCEL TAX FUND
ELECTION 2016**

PERFORMANCE AUDIT
JUNE 30, 2025

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
MEASURE G1 PARCEL TAX FUND ELECTION 2016
PERFORMANCE AUDIT
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FOR THE YEAR ENDED JUNE 30, 2025

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DRAFT

INDEPENDENT AUDITORS' REPORT ON PERFORMANCE

Board of Directors
Measure G1 Parcel Tax Fund Oversight Committee
Oakland Military Institute College Preparatory Academy
Oakland, California

Oakland Military Institute College Preparatory Academy Measure G1 Audit Report 2024-25

We are pleased to present the Oakland Military Institute College Preparatory Academy's Measure G1 Performance Audit Report 2024-25. We have completed performance audit procedures specified by the Oakland Unified School District as it relates to the Teacher Retention and Middle School Improvement Act Fund Measure G1 Parcel Tax granted to the Oakland Military Institute College Preparatory Academy (the "Academy") for the fiscal year ended June 30, 2025.

Management's Responsibility

Management of the Academy is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to the Teacher Retention and Middle School Improvement Act Fund Measure G1 Parcel Tax grant (the "Measure G1 Grant").

Auditor's Responsibility

We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

Additional Information

General information about the Academy, the Measure G1 Grant and the performance audit procedures performed as well as findings and conclusions resulting from such procedures are further described in the accompanying Performance Audit Results following this Report on Performance.

San Diego, California
[REDACTED], 2025

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
MEASURE G1 PARCEL TAX FUND ELECTION 2016
PERFORMANCE AUDIT
FOR THE YEAR ENDED JUNE 30, 2025**

SECTION I - GENERAL INFORMATION

BACKGROUND

Oakland Military Institute College Preparatory Academy (the "Academy"), was incorporated in the state of California in 2000 as a nonprofit public benefit corporation that is organized under the Nonprofit Public Benefit Corporation Law exclusively for charitable and educational purposes within the meaning of 501(c)(3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United States internal revenue law. The Academy's mission is to provide a structured, rigorous academic program where students are developed as leaders, scholars and critical thinker citizens. Through a military framework, the Academy inspires honor and pride within its students and cultivates life-long respect, confidence, and appreciation for others. The Academy provides instruction for Grades 6-12 students.

TEACHER RETENTION AND MIDDLE SCHOOL IMPROVEMENT ACT FUND MEASURE G1 PARCEL TAX

On an election held on November 8, 2016, the Oakland Unified School District Measure G1 Parcel Tax passed with an over two-thirds majority vote. The measure is to levy a tax of \$120 per parcel, providing \$12.4 million annually, for 12 years, with exemptions for senior and low-income residents.

The Teacher Retention and Middle School Improvement Act Fund ("Measure G1") was established to provide a salary increase to school-site educators and middle school grants in Oakland Unified School District (the "District") schools as well as charter schools in Oakland. Measure G1 requires the District to secure an independent financial auditor to prepare a report ("Report") to be filed with the Board of Education and made publicly available no later than December 31 of each year. In order to meet this deadline, all schools must submit reports/responses to the independent auditor.

The final Report must include the following:

- The amount collected and expended in such year.
- The description of all programs funded, and a determination that the monies expended were for the allowable uses stated in this Measure; and
- The determination that the revenues left over after the raise provided to school-site educators generated by this Measure are being used to supplement, and not supplant, unrestricted general fund revenue so appropriated to schools to serve pupils in grades 6 through 8 based on fiscal year 2024-25 funding.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
MEASURE G1 PARCEL TAX FUND ELECTION 2016
PERFORMANCE AUDIT
FOR THE YEAR ENDED JUNE 30, 2025**

SECTION II – PERFORMANCE AUDIT PROCEDURES

OBJECTIVES OF THE AUDIT

- Ensure proceeds and expenditures of the parcel tax are fully accounted in the books and records of the academy school.
- Ensure expenditures are in support of allowable uses as per the ballot language, separately with respect to middle school grants and salary for school site educators.
- Ensure that the academy school receiving middle school grant funding has an approved education improvement plan with the minimal requirements specified in the ballot.
- For the academy school receiving middle school grant funding, make a positive statement about the issue of supplanting versus supplementing.

SCOPE OF THE AUDIT

Academy school expenditures funded by Measure G1 during fiscal year 2024-25.

METHODOLOGY

1. Obtain parcel tax expenditure detail reports prepared by the academy school and agree amounts to the general ledger.
2. Select a sample of payroll related expenditures and obtain and review the necessary supporting documentation to satisfy ourselves that they were only to provide raises to “school site educators,” as the term is used in the ballot text. Test payroll benefits for reasonableness.
3. Ensure the same percentage increase in salary was applied to all school site educators.
4. Review the nature of the expenditures incurred by the academy school sites, and review source documents as appropriate, to ensure they were within the specific purposes of the ballot language.
5. Verify if the parcel tax is funding supplemental activities by performing the following procedures: a) Ascertain if funds were used to provide services which were legally required to be made available by virtue of being a school; and b) Also, perform procedures to ascertain whether the parcel tax funded services that were previously provided with another funding source.
6. Obtain the approved education improvement plans for the academy school and perform the following procedures: Ensure the plan contains the minimal elements required by the ballot; b) Verify if the actual parcel tax expenditures are consistent with the approved plan.
7. Determine, from the expenditure testing performed, if there were any a) control deficiencies, b) significant deficiencies or c) material weaknesses in internal control noted. To the extent there are deficiencies noted, prepare a separate report to the District listing the weakness noted and the recommended corrective action.
8. Examine supporting documentation to validate the amount of Measure G1 Parcel Tax revenues received.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
MEASURE G1 PARCEL TAX FUND ELECTION 2016
PERFORMANCE AUDIT
FOR THE YEAR ENDED JUNE 30, 2025**

SECTION III – FINDINGS AND CONCLUSIONS

OBTAINING AN UNDERSTANDING

Researching the Measure G1 ballot language and performance audit requirements previously mentioned.

- Requesting a copy of the approved education improvement plan or other documentation, such as a Measure G1 Funding Grant Request/Application, specific to Oakland Military Institute College Preparatory Academy.
- Reviewing meeting minutes of the public meeting held by the Oakland Unified School District's Measure G1 Oversight Committee.
- Obtaining and reviewing a copy of the Measure G1 Certification Form submitted to Oakland Unified School District as signed by the school representative on April 14, 2025, as well as the Measure G1 Charter Reimbursement Request Form submitted and signed by the school representative on June 18, 2025.
- Obtaining all supporting documentation as it pertains to the Measure G1 Certification Form and the Measure G1 Charter Reimbursement Request Form.
- Obtaining an understanding of internal controls over payroll and human resources of Oakland Military Institute College Preparatory Academy as it pertains to management of salaries and benefits charged to Oakland Military Institute College Preparatory Academy as well as internal controls over cash disbursements as it pertains to non-personnel costs charged.

OUTCOME OF PERFORMANCE PROCEDURES

1. Detailed information on funding and expenditures associated with the Measure G1 grant agreed to general ledger information maintained for Oakland Military Institute College Preparatory Academy.
2. We selected a sample of 6 employees from a total of 63 with salary incentives charged to the Measure G1 grant. We reviewed supporting documentation, such as payroll register reports and tax reporting forms (W-2 forms), to ensure all individuals are valid school employees and all employees were deemed to be "school site educators."
3. Based on review of the payroll incentive calculation, funding was fully expended on a 1.13% percentage increase for employees at the school site.
4. The Measure G1 Certification Form and related salary spreadsheet supporting expenditures charged to Measure G1 noted all funding expended on 2024-25 base salaries.
5. Through review of payroll records and personnel documentation, the funds appeared to supplement and not supplant educational activities as the additional bonus to school site personnel would not otherwise be available or required had Measure G1 funding not been available to the Academy.

**OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY
MEASURE G1 PARCEL TAX FUND ELECTION 2016
PERFORMANCE AUDIT
FOR THE YEAR ENDED JUNE 30, 2025**

SECTION III – FINDINGS AND CONCLUSIONS, continued

OUTCOME OF PERFORMANCE PROCEDURES, continued

6. Auditor reviewed education improvement plans related to and approved use of actual expenditures charted to the Measure G1 Grant were Consistent with the Academy's approved plan. The Academy increased the Middle School music staff and the Middle School Mental Health Counseling. The funding expenditure was in line with the Academy's intention to offer additional faculty support to students. Per Auditor review the faculty expenditures charged for reimbursement were compared to the Academy's initial application and funding request information to verify that the funding was consistent with the approved plan. Funding expenditure appeared in line with the Academy's plan.
7. Based on our testing of payroll controls, there were no instances that would warrant a separate report on internal control weaknesses.
8. Through reviews of funding awarded and the Measure G1 Certification Form, the Measure G1 Charter Reimbursement Request Form, and related salary spreadsheet and other expenditures noting actual costs of \$134,617, the Measure G1 Parcel Tax revenues are confirmed as \$64,636.

CONCLUSION

The following conclusions and recommendations were made as it pertains directly to the program objectives:

- We ensured the proceeds and expenditures of the Measure G1 Grant are fully accounted in the books and records of Oakland Military Institute College Preparatory Academy. There are no recommendations associated with this specific objective.
- We ensured 2024-25 expenditures are in support of allowable uses as per the ballot language and separately with respect to middle school grants and salary for school site educators. There are no recommendations associated with this specific objective.
- We reviewed the LCAP and proposed education improvements plan to confirm agreement with the goals of the Measure G1 Grant. There were no recommendations associated with this specific element.
- We conclude that all expenditures charged to the Measure G1 Grant were to supplement and not supplant current or required services or programs. There are no recommendations associated with this specific element.

Coversheet

Update to OMI Bridge Bank Authorized Signers

Section: VII. Action Items
Item: D. Update to OMI Bridge Bank Authorized Signers
Purpose:
Submitted by:
Related Material: 20251120 Authorization of OMI Account Signers – Bridge Bank.pdf

BACKGROUND:

OMI Administration recommends incorporating a dual-signature requirement for higher-value disbursements as part of the Board's authorization of bank signers with Bridge Bank. Adopting a dual-signature control is considered a best financial practice for independent charter schools, as it strengthens internal oversight without impeding routine operations.



OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

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

Superintendent: Dr. M.E. Streshly
Board Chairman: Honorable Edmund G. Brown



November 20, 2025

Authorization of OMI Account Signers – Bridge Bank

Oakland Military Institute College Preparatory Academy (OMI) maintains several operational and reserve banking accounts with Bridge Bank in support of the school's fiscal management responsibilities. In accordance with Board governance requirements and standard banking protocols, OMI Administration has designated these school officials as account signers with a dual-signature requirement. This action will enable Bridge Bank to update and maintain accurate signature authority for all existing OMI accounts, including general checking and time deposit (CD) accounts, without disclosing specific account numbers in the public record.

Requested November 2025 Board Action

Authorize the following individuals to be added as official signers on all current OMI accounts held with Bridge Bank:

- Dr. Mary Steshly, Superintendent
- Jessika Welcome, CFO, Edtech
- CMSgt (CA) Thomas James, Commandant and CBO
- Kathryn Wong, Human Resources Manager
- Carlos Rodriguez, Business Services Manager

This authorization covers dual-signature authority for deposits, withdrawals, issuance of checks, approval of electronic transactions, and any other standard banking actions required for the school's regular business operations. All individuals not identified above as authorized signers are hereby removed from signature authority on any OMI account held with Bridge Bank.

Effective Date: Upon Board approval and Chairman's signature.

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

Date

Coversheet

BP 5145.9 - Observations by Family Members and/or Private Providers

Section: VII. Action Items
Item: E. BP 5145.9 - Observations by Family Members and/or Private Providers
Purpose:
Submitted by: Zandra Texeira
Related Material: BP 5145.9 Observations by Family members and_or Private Providers.pdf

BACKGROUND:

This policy ensures the teachers are given notice prior to an observation and that OMI has an opportunity to check identification of outside providers prior to observations and provide an escort to the classroom.

RECOMMENDATION:

The Superintendent and staff recommend that the OMI Board of Directors approve this policy as we bring more policies to the board periodically to ensure compliance.



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BP 5145.9

Observations by Family Members and/or Private Providers

Adoption Date:

Observations by Family Members and/or Private Providers

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program consistent with this Board policy, and any procedures established by the Superintendent or designee.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours shall be arranged with the Superintendent or designee at least 24 hours in advance. If a visitor other than the student's guardian is observing, the guardian must sign a *Release of Information* prior to the visit.

Any person who is not a student or staff member shall register immediately as a visitor upon entering any school building or grounds when school is in session. The visitor will also be escorted to the classroom during the observation and the observation will be no longer than 30 minutes.

The Superintendent or designee shall provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and Superintendent's permission. (Education Code 51512)

Any visitor who is in a school building or on school grounds when school is in session shall behave in an orderly manner while on school grounds and by utilizing the district's complaint process if they have concerns with any district program or employee. In accordance with Penal Code 626.7.

Coversheet

BP 6164.41 - Requests for Independent Educational Evaluations

Section: VII. Action Items
Item: F. BP 6164.41 - Requests for Independent Educational Evaluations
Purpose:
Submitted by:
Related Material: BP 6164.41 IEE Requests and Costs.pdf

BACKGROUND:

This policy is to provide cost restrictions on how much a parent/guardian can request for reimbursement based on the type of assessment.

RECOMMENDATION:

The Superintendent and staff recommend that the OMI Board of Directors approve this policy as we bring more policies to the board periodically to ensure compliance.



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BP 6164.41

Independent Educational Evaluation Requests

Adoption Date:

Independent Educational Evaluation Requests

The Governing Board understands that parents have the right to request assessment at public expense. If a parent disagrees with the results of the assessment conducted by the Oakland Military Institute (OMI), they have the right to ask for and obtain an independent educational (IEE) assessment for their child from a person qualified to conduct the assessment at public expense. The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees. 34 C.F.R. § 300.502

OMI must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment. If OMI believes that the school's assessment is appropriate and disagrees that an independent assessment is necessary, OMI must request a due process hearing to prove that its assessment was appropriate. If OMI prevails, the parent will still have the right to an independent assessment but not at public expense.

The IEP team must consider independent assessments. School assessment procedures allow in-class observation of students. If OMI observes the student in his or her classroom during an assessment, or if OMI would have been allowed to observe the student, an individual conducting an independent educational assessment must also be allowed to observe the student in the classroom.

The following guidelines will be used by Oakland Military Institute for IEE assessors:

Type of Assessment	Cost and Expectations	License/Credential Required
Psychoeducational Assessment	Not to exceed \$5000 *Including assessment, report, and presentation at an IEP meeting	<ul style="list-style-type: none"> • Credentialed School Psychologist • Licensed Educational Psychologist



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Board Chairman: Honorable Edmund G. Brown



BP 6164.41

Independent Educational Evaluation Requests

Adoption Date:

Academic Assessment only	Not to exceed \$2500 *Including assessment, report, and presentation at an IEP meeting	Credentialed Education Specialist
Occupational Therapy Assessment	Not to exceed \$1000 *Including assessment, report, and presentation at an IEP meeting	Licensed Occupational Therapist
Speech and Language Assessment	Not to exceed \$1200 *Including assessment, report, and presentation at an IEP meeting	Licensed Speech Pathologist with Certificate of Clinical Competence (CCC)

Coversheet

BP 5141.25 - Private Providers Delivering Services During School Hours

Section: VII. Action Items
Item: G. BP 5141.25 - Private Providers Delivering Services During School Hours
Purpose:
Submitted by:
Related Material: BP 5141.25 Private Providers Serving Students during school hours.pdf

BACKGROUND:

This policy protects the confidentiality of students and staff when a private provider works with an OMI student. The goal is to also minimize school disruptions, except when absolutely necessary.

RECOMMENDATION:

The Superintendent and staff recommend that the OMI Board of Directors approve this policy as we bring more policies to the board periodically to ensure compliance.



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BP 5141.25

Private Providers Serving Students During School Hours

Adoption Date:

Private Providers Serving Students During School Hours

The Governing Board recognizes that agencies at all levels of government share its concern and responsibility for the health, safety and welfare of youth. The Superintendent or designee shall maintain good working relationships with representatives of these agencies in order to help Oakland Military Institute staff and students make use of the resources which governmental agencies can provide.

To ensure the safety of students and staff on campus and protect students' confidentiality, a guardian must sign a *Release of Information* (ROI) form prior to the agency worker interacting with the student. The agency staff must present their license and government issued identification to the office, prior to entry. If a ROI is not on file for the visiting agency, access to the student will not be granted. Virtual meetings will not be arranged for private providers as these services should take place outside of school hours.

If Child Protective Services requests to speak with a minor based on a report that was filed, the minor in question will be offered to have a trusted adult attend the meeting with them for emotional support.

Guardians will be encouraged to have agency providers work with students after school hours in order to prevent educational disruptions; unless the agency needs to see the student in a classroom setting.

Coversheet

Approve BP 5125.7 – Letter of Recommendation Request Procedures

Section: VII. Action Items
Item: H. Approve BP 5125.7 – Letter of Recommendation Request Procedures
Purpose:
Submitted by:
Related Material: 20250827 Cadet Letter of Recommendation Due Diligency Policyv2.pdf

BACKGROUND:

Oakland Military Institute (OMI) has implemented a standardized Letter of Recommendation Due Diligence Policy to ensure fairness, confidentiality, and equity in all cadet recommendation requests. The policy establishes a consistent review chain—TAC Instructor, Counselor, Commandant, and Superintendent—before any recommendation is issued by staff or community members, including board directors. Each request triggers a due-diligence packet verifying academic performance, citizenship and leadership record, and attendance history.



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Board Chairman: Honorable Edmund G. Brown



Cadet Letter of Recommendation Due Diligence Policy

August 27, 2025

OMI routes all letters of recommendation through a standard chain—TAC → Counselor → Commandant → Superintendent—to ensure every cadet is reviewed with the same criteria and care. When a cadet requests a letter from any community leader (including our Board Director), we acknowledge the request and immediately open a due diligence review. With the cadet's FERPA consent, the team compiles a short packet covering three verified domains: Academics (transcript, rigor, GPA trend), Citizenship/Leadership (CACC roles, character notes, service, discipline summary), and Attendance (rates, tardies, interventions). A panel signs off using a simple rubric, ensuring that the final judgment—Not Recommended, Recommended, or Strongly Recommended—is consistent and evidence-based. If the requested official chooses to write, it should be as a private citizen, not on behalf of the board, and the complete packet will be provided to support an informed and accurate letter. Records are filed securely, and urgent deadlines can be expedited without bypassing review.

Intention and fairness: This process for college and career and CACC upholds confidentiality, and maintains clear boundaries between governance and school operations, so that opportunities are earned and endorsements are grounded in documented performance.

1) Cadet Intention or Inquiry

- Acknowledge receipt (to cadet): "Thanks—per policy we route all LOR requests through TAC11, TAC12 or Counselor > Commandant > Superintendent. We'll move this quickly."
- Notify chain: TAC11, TAC12, Counselor, Commandant, Superintendent, Registrar.
- Obtain consent: Have the cadet (and parent/guardian if under 18) sign a FERPA Release for Recommendation (covers transcript, attendance, discipline/citizenship, awards).
- Log case: Create a one-page Routing Sheet (cadet name/ID, target college/program & deadline, date received, owner, due date, document checklist).

2) Due-Diligence Packet: Required Contents & Owners

Owner: TAC 11, TAC12 or Counselor (Packet Lead)



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Target turn-time: 5 business days (faster if deadline <10 days).

A. Academic Verification (TAC11 or TAC12 + Counselor)

- Unofficial transcript (last 6–8 terms).
- Cumulative GPA + weighted GPA.
- Class rank (if reported) or decile/quartile.
- Rigorous coursework (AP/IB/Honors/Dual Enrollment) + performance.
- State assessments (CAASPP, CAST) and any SAT/ACT if provided.
- Academic trajectory (trend line: improving/steady/declining with 1–2 sentence interpretation).
- Academic supports used (tutoring, RTI, interventions) and outcomes.

B. Citizenship/Leadership Verification (Commandant + Dean/Activities)

- CACC record: Rank, leadership roles, awards/decorations, encampments completed, service hours, OMI Cares.
- Character indicators: Citizenship points, restorative actions, commendations.
- Teacher perspectives: 2 short Faculty Character Notes (bullet format; punctuality, teamwork, initiative, integrity).
- Community service & extracurriculars: Roles, hours, impact summaries.
- Discipline summary: Last 24 months—incidents (type/date/disposition). Note “No significant incidents” if clean.

C. Attendance Verification (Attendance Clerk)

- Year-to-date attendance rate (e.g., 96.4%).
- Chronic absence status (Yes/No; # of days).
- Tardies (total; pattern if relevant).
- Verified vs. unverified absences (counts).
- Interventions & outcomes (SART/SARB, parent conferences if any).
- Interpretive line (e.g., “Attendance improved from 90.2% in Gr 10 to 95.8% in Gr 12 following academic schedule change.”)

D. Cadet-Provided Materials (TAC11/TAC12/Counselor collects)

- Resume (1 page).



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- Target program prompt (so endorsers' addresses fit).
- Cadet “recommendation factsheet” (bullets: 3 academic strengths, three leadership examples, one challenge overcome).

E. Compliance & Equity

- FERPA release (filed).
- Conflict note: Board members will sign as private citizens and not on behalf of the Board (avoid appearance of preferential treatment).

3) Internal Review & Sign-Off (1 page each, crisp)

Panel: Counselor, TAC11 or TAC12 (Chair), Commandant, Dean, Registrar.

Outputs:

1. Academic Brief (Counselor, ≤1 page): GPA/rigor/trajectory; top 3 academic strengths; readiness for target program.
2. Citizenship Brief (Commandant, ≤1 page): Leadership billets, character bullets, service impact, discipline summary.
3. Attendance Brief (Attendance Clerk, ≤½ page): Rates/tardies/interventions + 1-line interpretation.
4. Superintendent Endorsement Slip (≤½ page): “Reviewed. Packet reflects accurate, balanced due diligence.”

4) Scoring Rubric (attach to packet—shows diligence at a glance)

Attachment A

5) Final Packet to the Director/Board member (single PDF, in this order)

1. Cover Memo (Superintendent → Director/Governor)
2. FERPA Release
3. Routing Sheet
4. Academic Brief + Unofficial Transcript
5. Citizenship Brief (incl. CACC record, awards, teacher notes)
6. Attendance Brief
7. Cadet Resume
8. Program Prompt + deadline



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Superintendent: Dr. M.E. Streshly
Board Chairman: Honorable Edmund G. Brown



Template: Cover Memo (Superintendent → Director/Governor)

Subject: Due-Diligence Packet — [Cadet's Full Name], Recommendation Request
Director [Last Name],

In response to your courtesy notification that Cadet [Name, Class of 20XX] requested a letter of recommendation directly, we routed the request through OMI's standard process to ensure equity and completeness. Enclosed is a concise due diligence packet covering Academics, Citizenship/Leadership, and Attendance.

Highlights

- Academics: Cumulative GPA [X.XX]; rigorous coursework [AP/DE/Honors list]; trend [e.g., upward since Grade 11].
 - Citizenship/Leadership: [CACC rank/billet], [awards], [service hours]; teacher character notes attached.
 - Attendance: YTD [XX.X%], [tardies/absences summary], interventions [if any].
- Panel Judgment: [Recommended / Strongly Recommended] for [target program/college].

We offer this packet so that any recommendation you choose to provide reflects a complete, verified view. If preferred, we can draft a brief letter aligned to the program prompt for your review and signature as a private citizen.

Respectfully,
[Superintendent/Name]
Oakland Military Institute College Preparatory Academy
[Contact info]

(Continued)



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Template: Faculty Character Note (bullet form, ≤150 words)

- Works beyond task requirements; seeks feedback; improves drafts.
- Models integrity and accountability (meets suspensions; owns errors).
- Serves peers (tutors Algebra I lunch sessions; mentors new cadets).
- Leadership: [CACC billet]; manages [#] cadets; executed [event/mission].
- Resilience: overcame [brief challenge] while maintaining [GPA/attendance].

Template: FERPA Release (summary text)

I authorize Oakland Military Institute and its employees to release my education records (including transcript, attendance, discipline/citizenship summaries, awards, and teacher evaluations) to [Director Full Name] for the sole purpose of preparing a recommendation for [institution/program]. This consent expires on [date or 1 year] and may be revoked in writing at any time.

Cadet Name/Signature/Date • Parent/Guardian (if <18)/Signature/Date

Governance & Risk Controls (keep this in the file)

- Equity: All cadets access the same process; direct appeals to Board members are routed—not privileged.
- Role clarity: Any letter by any board member is as a private citizen, not on behalf of the Board or school governance.
- Records: Store packet and sent letter in cumulative file (recommendation folder) with access log.
- Deadlines: If the external deadline is ≤7 days, enable expedite (24–72 hr) with Superintendent approval.
- Communications: No LOR content discussed in Board meetings; no cadet-specific deliberation.

One-Page Routing Sheet (fields)

- Cadet Name / ID / Class Year
- Target School/Program & Deadline
- Date Request Received; Expedite? (Y/N)
- Packet Owner; Due Date to Superintendent
- Checklist (attach): FERPA ☐ Transcript ☐ Academic Brief ☐ Citizenship Brief ☐



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- Attendance Brief ☐ Resume ☐ Program Prompt ☐ Teacher Notes ☐
- Sign-offs: Counselor ☐ Commandant ☐ Registrar ☐ Superintendent ☐
 - Panel Rubric Outcome: Not Rec ☐ Rec ☐ Strong Rec ☐

Attachment

4) Scoring Rubric (attach to packet—shows diligence at a glance)						
Domain	Metric	0	1	2	3	Notes
Academics	Rigor / Performance	None	Low	Moderate	High	AP/DE completion needed
Academics	GPA /Growth Trend	Decline	Flat <2.5	Flat 2.5–3.5	Upward ≥3.5	Include short trend note
Citizenship	Leadership & Conduct	Minimal	Participates	Leads	Leads + mentors	CACC billets/awards
Citizenship	Service Impact per SY	No hrs	<25 hrs	25–75 hrs	>75 hrs + initiative	Evidence of impact
Attendance	YTD %	<90%	90–93%	93–96%	>96%	Note tardy pattern
Overall panel judgment:		Not Recommend		Recommend	Strong Recommendation	

Coversheet

Approve BP 4119.12 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedure (Revision)

Section: VII. Action Items
Item: I. Approve BP 4119.12 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedure (Revision)
Purpose:
Submitted by: Shawna Lipsey
Related Material:
BP 4119.12 Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedure.pdf

BACKGROUND:

This is a revision of the Title IX policy already approved by the Board of Directors on 11-30-2023.

Notable changes include the omission of names of individuals serving in specified roles (e.g. Coordinator, Investigator, Decision-Maker, and Appeals Officer), their contact information (more generic with TitleIX@omiacademy.org), and a revised Complaint Form.

RECOMMENDATION:

The Superintendent and OMI staff recommend that the OMI Board of Directors approve this revision to the Title IX policy.



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BP 4119.12

Title IX Harassment, Intimidation, Discrimination, and Bullying Policy

Adoption Date: 11.30.2023

Revision Date: 11.20.2025

Title IX Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Oakland Military Institute College Preparatory Academy ("OMI" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, or association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics, or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. OMI school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom OMI does business, or any other individual, student, or volunteer. OMI will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. OMI complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

This policy applies to incidents occurring on the school campus, at school-sponsored events



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and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom OMI does business, and all acts of OMI's Board of Directors ("Board") in enacting policies and procedures that govern OMI.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Shawna Lipsey

Director of Student Services and Special Programs

3877 Lusk St Oakland, CA 94608

510-594-3900

TitleIX@omiacademy.org

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above

Sexual Harassment under Title IX

In accordance with Title IX (20 U.S.C. § 1681 et seq.; 34 C.F.R. Part 106) and California state law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by OMI.

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or



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3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

OMI is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Under Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Examples of conduct that may fall within the Title IX definition of sexual harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.



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- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute, hate violence or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student¹ or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience substantial interference with the student's academic performance.
4. Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by OMI.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other

¹ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.



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wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

A message, text, sound, video, or image.

1. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
2. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in OMI’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that OMI investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in OMI’s education program or activity.



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Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

OMI has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

OMI advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online. OMI informs Charter School employees, students, and parents/guardians of OMI's policies regarding the use of technology in and out of the classroom.

OMI encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

OMI employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. OMI advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at OMI and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

OMI's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a



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non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

OMI informs OMI employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

OMI annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other OMI employees who have regular interaction with students.

OMI informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by OMI, and available research, to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

OMI encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for OMI's students.

Grievance Procedures

1. Scope of Grievance Procedures



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OMI will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the OMI UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, OMI will utilize the sexual harassment grievance procedures listed below in addition to its UCP when applicable.

2. Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports or complaints of misconduct prohibited by this Policy shall be submitted to the Coordinator (or the Superintendent if the complaint is against the Coordinator) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. OMI will investigate and respond to all oral



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and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Superintendent, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

OMI acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

OMI prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a Title IX Coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures Under Title IX

Upon the receipt of a report of sexual harassment or a formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual



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harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to OMI's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or OMI's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. OMI will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of OMI to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Coordinator (or administrative designee) will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

If the complaint is against the Coordinator, the Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations
 - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including



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any voluntary informal resolution process. The notice will include:

- § A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
- § A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- § A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- § A statement that OMI prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

- OMI may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with OMI's policies.
- OMI may remove a respondent from OMI's education program or activity on an emergency basis, in accordance with OMI's policies, provided that OMI undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

- If a formal complaint of sexual harassment is filed, OMI may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If OMI offers such a process, it will do the following:
 - § Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of



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sexual harassment arising from the same allegations;

- The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

§ Obtain the parties' advance voluntary, written consent to the informal resolution process. o OMI will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process

- o The decision-maker will not be the same person(s) as the Coordinator or the investigator. OMI shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator or designee will inform the complainant and any respondents in writing of the reasons for the delay or extension.
- o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- o Prior to completion of the investigative report, OMI will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report
- o The investigator will complete an investigation report that fairly



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summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- Dismissal of a Formal Complaint of Sexual Harassment

- If the alleged harassment did not occur in OMI's educational program or activity, or against a person in the United States, or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed for purposes of sexual harassment under Title IX. However, such a dismissal does not preclude action under another applicable OMI policy.
- OMI may dismiss a formal complaint of sexual harassment if:
 - § The complainant provides a written withdrawal of the complaint to the Coordinator;
 - § The respondent is no longer employed or enrolled at OMI; or
 - § The specific circumstances prevent OMI from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, OMI will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

- Determination of Responsibility

- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- OMI will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - § The allegations in the formal complaint of sexual harassment;
 - § All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - § The findings of facts supporting the determination;
 - § The conclusions about the application of OMI's code of conduct to the facts;
 - § The decision and rationale for each allegation;
 - § Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or



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Title IX Harassment, Intimidation, Discrimination, and Bullying Policy

preserve equal access to the education program or activity will be provided to the complainant; and

§ The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from OMI or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by OMI in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find OMI's resolution unsatisfactory for complaints within the scope of this Policy, other than formal complaints of sexual harassment, the reporting individual may, within five (5) business days of notice of OMI's decision or resolution, submit a written appeal to the President of the OMI Board, who will serve as the appeal decisionmaker or designate an appeal decisionmaker.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and OMI will implement appeal procedures equally for both parties.
- Within five (5) business days of OMI's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the President of the OMI Board, who will serve as the appeal decisionmaker or designate an appeal decisionmaker.

The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator, or the initial decision-maker(s).

- The complainant and respondent may appeal from a determination regarding responsibility, and from OMI's dismissal of a formal complaint or any allegations therein, on the following bases:
 - Procedural irregularity that affected the outcome of the matter;
 - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents



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generally or the individual complainant or respondent that affected the outcome of the matter.

- OMI will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will:
 1. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
 2. Issue a written decision describing the result of the appeal and the rationale for the result; and
 3. Provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location. OMI will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.



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TITLE IX Harassment, Intimidation, Discrimination & Bullying

COMPLAINT FORM

Instructions: This form can be completed by any individual who has knowledge of misconduct prohibited by this Policy. Please complete the information below. Should you need additional space or would like to provide documentation to support the allegation(s) in the complaint, you can attach those to this complaint form. If you have any questions, please contact the Title IX Coordinator listed below.

Contact Information and Complainant's (Victim's) Information

Full Name of Person Filing the Complaint:			
Address:			
Phone:		Email:	
Complainant's (Victim's) Full Name (if different from above):			

Respondent's (Accused) Information

Respondent's Full Name:			
Is the accused an OMI cadet?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
If yes, what is the cadet's grade and relation to complainant:			
Is the accused an OMI staff member?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
If yes, what is the staff member's relation to the complainant (e.g. teacher)?			
If no, what is the accused's affiliation to OMI?			

Details of Complaint

Date of the Alleged Incident(s):	
Location of Alleged Incident(s):	

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.



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Did the harassment occur at OMI or during an OMI activity? If so, please describe:

Did the incident interfere with your ability to access or participate in OMI programs or activities? If so, please describe:

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgements

By submitting this form, I hereby authorize OMI to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from OMI.

Signature of Complainant _____

Date _____

Once you have completed this form, please submit it to the OMI Title IX Coordinator:
3877 Lusk Street, Oakland, CA 94608 510.594.3900 TitleIX@omiacademy.org

To Be Completed by School Staff for Title IX Complaints

- ☐ Title IX Policy reviewed with Complainant
- ☐ Title IX Policy provided to Complainant
- ☐ Supportive Measures offered to Complainant

Complaint Form Received on: _____ By: _____

Coversheet

Approve BP 6158 Independent Study Policy Revision

Section: VII. Action Items
Item: J. Approve BP 6158 Independent Study Policy Revision
Purpose:
Submitted by:
Related Material: BP 6158 Independent Study Policy .pdf

BACKGROUND:

The new independent study policy is being revised to include long-term independent study (15+ days) and to include all necessary statutory requirements.

RECOMMENDATION:

The Superintendent and the OMI staff recommend that the Board of Directors approve the revision to the independent study policy.



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BP 6158

Short Term Independent Study

Adoption Date: 12.12.2024

Revision Date: 11.20.2025

Independent Study Policy

Oakland Military Institute College Preparatory Academy (“OMI” or “Charter School”) may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the OMI Board of Directors for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be from five (5) days to no more than fourteen consecutive (14) school days.
2. The **Director of Student Services** or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete 15% or more of the assignments during any period of 14 school days.
 - b. In the event a cadet's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
3. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a



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period of three (3) years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

4. The Charter School has adopted tiered reengagement strategies¹ for the following pupils:
 - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil.
- b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
- c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section

¹ The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils who participate in an independent study program for fewer than 15 schooldays in a school year and pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision. These sections shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.



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51747.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

- a. For pupils in grades 6-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:

- i. **Daily Synchronous Instruction Schedule** (Teachers and Teachers in Training)
- ii. **Create a Consistent Schedule:** Develop a daily schedule that includes specific time blocks for synchronous instruction. Each grade level will have a tailored schedule to accommodate developmental needs.
- iii. **Notify Families:** Share the daily schedule with families, highlighting the importance of attendance and participation.
- iv. **Flexible Timing:** Offer alternative time slots for synchronous sessions to accommodate families with varying schedules, ensuring every cadet has the opportunity to participate.
- v. **Curriculum Alignment:** Ensure that daily synchronous instruction is aligned with the curriculum and grade-level standards.
- vi. **Interactive Lessons:** Teachers will conduct live, interactive sessions each day, incorporating activities such as read-alouds, guided practice, and collaborative discussions to keep cadets engaged.
- vii. **Attendance and Participation Tracking** (Responsibility: Teachers and Attendance Officers)
 1. Daily Attendance: Track cadet attendance during synchronous sessions, following up with families of cadets who are absent or frequently miss instruction.
- viii. **Regular Updates:** Communicate regularly with families to provide updates on their child's progress, share upcoming instructional activities, and offer tips for supporting learning at home.

- b. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least



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weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:

i. School Administration and Teachers

1. **Weekly Time Slots:** Assign specific time slots during the week for each subject or course, ensuring that every teacher provides at least one live synchronous session per week.
2. **Timetable Coordination:** Coordinate with teachers to avoid scheduling conflicts and ensure that cadets can attend all required sessions.
3. **Communication:** Provide cadets and parents with a detailed weekly schedule, including session times, subjects, and links to virtual classrooms.
4. **Attendance Recording:** Track cadet attendance for each synchronous session, ensuring records are kept up-to-date.

6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:

a. Communication with Families

- i. Contact families who wish to transition their child from independent study to in-person instruction.
- ii. Provide clear information on the transition process, including the expected timeline and any necessary steps or documents.
- iii. Confirm the cadet's return date and update the cadet's status in the school's records.

b. Academic Assessment and Preparation

- i. Review the cadet's progress during independent study to identify any gaps or areas needing attention.
- ii. Prepare necessary instructional materials and resources that align with the current in-class curriculum.
- iii. Assign a mentor or point of contact for the cadet to support their



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transition.

c. Classroom Assignment and Scheduling

- i. Assign the cadet to a classroom and ensure that the teacher is informed about the cadet's return.
- ii. Update the cadet's schedule to align with the in-person instruction timetable.
- iii. Provide the cadet and their family with a new class schedule and any relevant classroom information.

d. Orientation and Reintegration Support

- i. Organize a brief orientation for the returning cadet, including a tour of the school (if needed) and an introduction to teachers and classmates.
- ii. Provide any necessary support resources, such as counseling or tutoring, to help the cadet reintegrate smoothly.

e. Monitor and Follow-Up

- i. Monitor the cadet's adjustment to in-person instruction.
- ii. Schedule a follow-up meeting with the cadet and their family to discuss the transition and address any ongoing needs.

f. Additional Considerations:

- i. Health and Safety: Ensure that all health protocols are communicated and followed during the transition.
- ii. Special Needs: Provide additional support for cadets with special needs to ensure a smooth transition.
- iii. Communication Channels: Maintain open lines of communication between the school, the cadet, and the family throughout the process.

7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.



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-
- b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits to be earned by the pupil upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
 - h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - i. For a pupil participating in an independent study program that is scheduled for more than 14 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated



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employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. Beginning in the 2022–23 school year, for a pupil participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the pupil's enrollment in independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

- i. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Superintendent may establish regulations to implement these policies in accordance with the law.



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Independent Study

Oakland Military Institute College Preparatory Academy Written Agreement for Independent Study

Cadet Name:		Grade Level:	
Cadet #:		Beginning Date:	
Cadet DOB:		End Date:	
Home Address:		Agreement Duration:	
Contact #:		Program Placement:	Independent Study

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress:**
 - Manner of Reporting:** Virtual
 - Time:** During school hours between 8:00am and 3:00pm
 - Frequency:** Every 5 school days.
 - Place:** At the school site or online via virtual live connection.
- Objectives:** The pupil shall engage in content provided by the Charter School which is aligned to grade level standards that is substantially equivalent to in-person instruction. As a high school, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.
- Method of Study:** The following methods of study will be utilized: Independent Reading, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning, Computerized Curriculum, Web/Internet Research, Library Research, Field Trips, Synchronous instruction.
- Method of Evaluation:** The following methods of evaluation will be utilized: Teacher-made Tests, Cadet Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Journals, Presentations, Quizzes, Labs, Final Examinations.
- Resources:** The Charter School will provide appropriate instructional materials and personnel to enable the cadet to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all cadets on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.



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6. Board Policies Pursuant to Education Code Sections 51747(a) and (b):

- a. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be within no more than 14 school days.
- b. The **Director of Student Services** or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - i. When any pupil fails to complete 15% assignments during any period of 5 school days.
 - ii. In the event the cadet's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 1. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 2. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 3. Learning required concepts, as determined by the supervising teacher.
 4. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

7. **Statement of the Measures of Academic Achievement to be Earned by the Pupil Upon Completion**

Cadets will meet California State Standards in all courses. All cadets, grades K-8, take benchmark assessments three times throughout the school year, which measure both proficiency and individualized growth. Cadets, grades 9-12, shall obtain academic credits towards Charter School graduation requirements.

8. **Statement of Academic and Other Supports for Special Populations:** The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such



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as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all cadets with disabilities.

9. **Voluntary Statement:** It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
10. **Cadet-Parent-Educator Conference:** Before signing this written agreement, the parent or guardian of a pupil may request that the Charter School conduct a telephone, videoconference, or in-person cadet-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

I have read and I understand the terms of this agreement, and agree to all provisions set forth.²

Title	Printed Name	Signature	Date
Cadet			
Parent/ Guardian/ Caregiver			
Designated Supervising Independent Study Certificated Employee			
Designated Special Education Certificated Employee (if applicable)			

² Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.



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Independent Study

Short-Term Independent Study (STIS) Verification of Completion

Cadet Name:		Grade Level:	
Cadet #:		Beginning Date:	
Cadet DOB:		End Date:	
Home Address:		Agreement Duration:	
Contact #:		Program Placement:	Independent Study

Subject	Assignment/Objective/Resources Description of what pupil is expected to read, write, complete, etc.	Academic Credit/Evaluation

Evaluation of the STIS Agreement

Week #	Monday	Tuesday	Wednesday	Thursday	Friday
1 (dates)					
2 (dates)					
3 (dates)					
4 (dates)					
Cadet's performance of not meeting the terms and conditions of the STIS Agreement as reported.			Cadet earned zero (0) days of attendance credit and is no longer permitted to participate in the STIS program in the future.		
Cadet's performance of partially meeting the terms and conditions of the STIS Agreement as reported.			Cadet earned _____ days of attendance credit; one cadet work sample for each subject on the Agreement is filed in the cadet's CUM and will be available for three (3) years from the date below.		
Cadet's performance of fully meeting the terms and conditions of the STIS Agreement as reported.			_____ Supervising Teacher's Signature		

Coversheet

Governance Calendar

Section:	IX. Future Planning
Item:	A. Governance Calendar
Purpose:	
Submitted by:	
Related Material:	OMI Governance Calendar2025-2026.pdf

Governance Calendar 2025-2026updated: 20Nov25 **ANTICIPATED ITEMS**

Function	July	August	September	October	November	December	January	February	March	April	May	June
	No Board Meeting	Aug 28, 2025	No Board Meeting, comm via supt letter	No Board Meeting, comm via supt letter	Nov 20, 2025	Dec 11, 2025	Jan 22, 2026	Feb 26, 2026	No Board Meeting, comm via supt	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 agreements	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, Mtlty SNP Claim Reimb; approve unaudited actuals, cash flow report, CD contributions approval Consent: curriculum, coaching, consultant contracts	Fiscal: Unaudited Actuals, CNIPS Mtlty SNP Claim Reimb, cash flow report Consolidated Application Marketing and Recruiting	CNIPS Mtlty SNP Claim Reimb, cash flow report via letter, mtg 1 budget committee	CNIPS Mtlty SNP Claim Reimb, cash flow report, rec for payroll services	First interim: Budget/Actual Up To-Date; Winter ConAp submission, CNIPS Mtlty SNP Claim Reimb. Audit Report for previous fiscal year	Jan 15th, CNIPS Annual Validation Reporting, CNIPS Mtlty SNP Claim Reimb, mtg 2 budget committee	Second Interim: Budget/Actual To-Date 24/25 Ind. Auditor report, Auditor selection form, CNIPS Mtlty SNP Claim Reimb.	Budget development, mtg 3 budget committee	Budget Development, CNIPS Mtlty 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 Mtlty 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 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 evaluation 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 notifications	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
Recruiting/Marketing					Contact Charter Schools to Schedule Presentations and Begin Calling Parents	Conduct Tours at OMI and Presentations at other Charter Schools	Continue Phone Banking, Tours, and Check in with Applicants	Attend Community Events to Expand Outreach Efforts	Review Applications and Maintain Communication with Applicants	Continue Communicating with Applicants	Send Applicants Reminders About Camp	Prepare for Entrance Camp